



THE BUSINESS EDUCATION WORLD

VOL. XVIII

OCTOBER, 1937

NO. 2

Who Should Take Business Courses?

HARL R. DOUGLASS, Ph.D.

ONE of the most pressing problems of high school principals, headmasters, home-room advisers, and registration counselors is that of advising students who wish to decide whether or not they should enroll in a vocational business curriculum. The traditional and rather general, though unwarranted, practice of colleges and universities in restricting to a maximum of three, four, or five units the amount of high school credits that may be applied toward college entrance makes it an important and critical problem for many high school pupils.

The tendency on the part of many principals and advisers to advise boys and girls who do not perform well in academic courses to change to shop, home economics, and business curricula further aggravates the problem. Such decisions are so important to high school pupils that reliable and sound counsel should be available to them from teachers and administrators.

It should not be forgotten that openings that lead to important and highly remunerative positions lie in the business positions on lower levels, and hence there are splendid opportunities open to bright young men and women graduates of business curricula. It should also not be overlooked that, in addition to a minimum

of academic intelligence, most business positions require a pleasing personality and sound adaptability, and a pupil conspicuously lacking in these qualities should not be counseled to pursue curricula leading to such business positions, regardless of his intelligence.

That the problem of counseling high school pupils relative to the pursuit of business courses is one of unusual importance is evidenced by the fact that, among the ninety-four problems submitted in a check list sent to administrators throughout the United States in May of this year by the *BUSINESS EDUCATION WORLD*, the problem—

II. 5. The basis upon which pupils should be guided into business curricula—

ranked second, being checked more often as an important problem than all the others, with the exception of the following problem:

I. 7. How may the courses of study best be adapted to local conditions and needs?

In an attempt to obtain light on the problem of how best to advise students who are contemplating entering business curricula, your department editor thought immediately of Dr. E. G. Williamson, director of the guidance services of the University of Minnesota. Dr. Williamson and

The second of a series devoted to business education administrative problems.
Series Editor: Dr. Harl R. Douglass, of the University of Minnesota, in collaboration with the National Council of Business Education.

his bureau have been unusually successful in counseling the young men and women who make up Minnesota's student body of 14,000 regular students. Not only has Dr. Williamson's bureau received the enthusiastic commendation of the conservative faculty of the University of Minnesota, but it has also achieved an enviable national reputation because of its scientific soundness.

Dr. Williamson is senior author of a recent, highly praised treatise on guidance organization and practices.¹ The co-author is Dr. J. Darley, a colleague of Dr. Williamson's.

It is with great pleasure that we are able to present to the readers of the BEW Dr. Williamson's manuscript on this topic. We recommend it for their careful attention.

Guidance and Business Education

E. G. WILLIAMSON, Ph.D.

MODERN youth seeks assistance in selecting training for those jobs that offer an opportunity for employment and for advancement. In searching for such jobs, youth asks: "Is this type of work overcrowded?" "Are there jobs available?" To these questions the reply usually is: "Get business school training; there are plenty of jobs for those who can work in a business office."

It is true, of course, that modern business offices have been so organized that an increasing number of workers with specialized training are needed and demanded by employers. Between 1870 and 1930 the number of these "clerical" workers increased 1809 per cent, a far greater increase than that of any other type of workers. Although such an increase cannot be anticipated for the future, yet it is evident that this type of work will continue to absorb a large number of workers.

Such an increase, however, does not afford sufficient basis for a decision to enroll in courses of study designed to offer training for business careers. It cannot be assumed that opportunity for employment is the only, or even the best, basis upon which a student should make a vocational choice. In addition to employment opportunity, the student's aptitude for absorbing and profiting from specialized business training must be taken into consideration. It cannot be assumed that "anyone can learn to run a typewriter and to work in an office."

Not many years ago educators "dumped" students failing academic subjects into shop courses, apparently acting on the belief that if students could not use their heads, perhaps they could use their hands. Now that industrial educators are setting up procedures to sift out from applicants for mechanical and trades training those who have the requisite aptitude, there is the danger that business courses will become the dumping ground for failing students.

Pupil Selection and Guidance Important

Such a laissez faire method of giving vocational guidance will prove to be a serious obstacle to the development of an adequate training program for jobs in the business field. As a matter of fact, business courses require general and specialized aptitude in much the same way as do other vocational training courses. As much care must be exercised in selecting students for business courses as for any other curriculum. Otherwise, maladjusted and failing students will increase in number and business education will be judged ineffective. Selection and guidance of pupils is equal in importance to quality of instruction and appropriateness of the content of instruction.

From the point of view of guidance workers who counsel a variety of students, the present business curriculum is too narrow in its scope and content. High school courses usually are geared only to the training of office workers, such as stenographers, secretaries, and bookkeepers; and college courses are directed toward the training of business

¹*Student's Personnel Work*, by Williamson and Darley. Published by McGraw-Hill Book Company, January, 1937. Price, \$3.

executives and technical specialists, such as accountants and statisticians.

A cursory survey of the United States Census reveals a large number of jobs for which few schools offer any training. Included in these neglected fields are: filing clerks (very few schools offer adequate training); retail sales clerks and buyers in department stores; owners and managers of small retail stores; and a variety of commercial sales jobs in which skill in dealing with people is a requisite and technical information a negligible factor.

Demand for Workers in These Fields

A noteworthy contribution would be made by educators who developed training programs for these types of employment. Not only is there a large demand for workers for these jobs but, what is equally important, there are many students whose qualifications are such as to restrict them to these types of employment.

The guiding and selecting of pupils for business courses and jobs is not a simple procedure to be discharged in a casual interview. Fairly adequate tests may be used by *trained counselors* to identify students who appear to be qualified to profit from some courses of study. Tests of general intelligence, English grammar and spelling, and clerical aptitude (for example, the Minnesota or Scott tests, sold by the Psychological Corporation of New York City) may be used to select students for general clerical, secretarial, book-keeping, stenographic, and filing courses of study.

We do not yet know how to test aptitude required for shorthand; but it is apparent that a *high level of capacity to learn symbols* is required.

The Garrettson-Symonds Interest Test may be used to identify junior high school boys whose basic interests (not merely their

claimed vocational interests) are dominantly commercial.

The Strong Vocational Interest Inventory may be used with senior high school boys and girls (special test for each sex). The Strong inventory may be used also to identify students whose interests are localized in office work, selling (including specialized insurance and real estate sales and house-to-house sales), and accounting. This interest test is the only validated test available for identifying students who should be encouraged to obtain training for sales work.

At the present time, measured interests, observed personality traits, and a tryout on the job are the only ways available for selecting salesmen. As for the thousands of students who will become owners and managers of small retail stores, no one knows what aptitudes are required or how to identify them.

In the hands of trained guidance workers, these methods of selecting students may be used to guide students into business occupations. These methods have been developed by years of research and guidance experience and should be used only by counselors who are technically trained and not by typical classroom teachers, even if instructors in business education. No test of aptitude, whatever its statistical validity, will yield valid results in guiding an individual pupil unless a trained counselor interprets the test score in terms of the student's case history. Untrained persons almost always interpret a test score as though it were independent of every other fact known about the student.

Many Levels of Aptitudes

One other point should be emphasized. Any testing of aptitudes, guiding of individual pupils, or perusal of teachers' marks in business subjects will lead one to the conclusion that there are many different *levels* of aptitudes for the variety of business jobs. We know, of course, that routine typing does not require so much aptitude and skill as does high-grade secretarial work. But we sometimes fail to see clearly that not every stenographer is capable of becoming a secretary.

This fact and related facts lead us to the conclusion that business schools should offer

► **About Dr. Williamson:** Director of University Testing Bureau and Assistant Professor of Psychology, University of Minnesota. Ph.D. in Psychology, U. of Minn. Author of books and numerous articles on guidance and testing, his chief professional interest.

not only a variety of *types* of courses of study directed toward a corresponding variety of business jobs, but also that some, if not all, of these courses of study should be offered on a multiple-track basis. That is, there should be courses in office procedure that will be simple enough for students of average aptitude to learn in preparation for work in small offices where the duties are simpler than are those in large offices.

Surely, any tendency to restrict business courses to the very bright students would not only be undemocratic but would ignore the indisputable fact that most students are not on this high level of aptitude and the equally important fact that many business jobs require only a fair amount of aptitude.

A guidance type of selection, coupled with a variety of types and levels of instruction in business courses, would seem to offer more adequate possibilities for meeting the needs of both pupils and prospective employer.

EDITOR'S NOTE—If you have any questions regarding guidance procedures or tests related to business education, send them to us and we will attempt to obtain authoritative answers.—H. R. D.

Letters from School Heads

JOHN A. WIELAND

Superintendent of Public Instruction, State of Illinois

"Relative to your letter of June 30 in which you refer to the study being made by the BUSINESS EDUCATION WORLD under the direction of Dr. Harl R. Douglass, will say that personally I think this to be a very much worth-while effort. That the curriculum offerings of the secondary schools should be carefully studied goes without comment. The approach which Dr. Douglass is making will certainly be of great benefit to school administrators and teachers of commercial subjects.

"I shall follow with a great deal of interest the results of this study which you are making."

EUGENE B. ELLIOTT

Superintendent of Education, State of Michigan

"After having the questionnaire reviewed by various members of the Department, we feel sure that such information will lead to a reconstruction of the commercial curriculum.

There is a definite need for clear-cut objectives in commercial education from the standpoint of general education values as well as vocational values. I find that smaller schools need much help in establishing the proper type of commercial education program."

JAMES G. REARDON

Commissioner of Education, State of Massachusetts

"Over 40 per cent of the high school pupils in the public schools in Massachusetts are in the commercial curriculum. We have, therefore, a vital interest in any study attempting to solve the many problems in organization and examination of commercial education.

"I shall be greatly obliged if you will keep me acquainted with developments of the study which Dr. Douglass is making. Commercial pupils should have the best preparation for business that the secondary schools can give."

The George-Deen Act

THE George-Deen Act limits Federal allotments for the teaching of distributive occupational subjects to evening and part-time classes for persons already employed in distributive occupations. In view of this limitation, we doubt whether many of the clerical commercial educators will be interested in the program or will have any contact with it.—E. W. Barnhart, Chief, Commercial Education Service, United States Office of Education.

Bernard A. Shilt



BERNARD A. SHILT

THE BEW takes pleasure in announcing the appointment of Bernard A. Shilt as supervisor of secondary commercial education of Buffalo, New York, an office that has been unfilled since Harry I. Good's promotion, in August, 1936, to the post of associate superintendent of Buffalo.

Mr. Shilt was formerly head of the bookkeeping department of Hutchinson Central High School, Buffalo. He holds degrees from Ohio and New York Universities, is a past president of three professional organizations and a contributor to many professional journals and yearbooks. He is a lecturer on business education and accounting in summer and evening sessions in the University of Buffalo.



Business

Measures the Applicant

A Research by

LLOYD
L. JONES

MANY business organizations are attempting to arrive at some indication of the capacities and abilities of applicants by means of tests and measurements as well as by personal interviews. The findings of this investigation represent the most considered opinions of business men and women as to what applicants need to know when they seek employment.

In these days of keen competition, it is well for the experienced workers as well as for beginners to know what business is trying to measure and evaluate. At least the tests used by business organizations and other institutions represent hurdles that applicants must get over if they are to be seriously considered for employment.

The Investigation

The central problem of this investigation was to list, investigate, analyze, and evaluate the tests used by business organizations, industrial concerns, and civil service commissions in the selection, hiring, advancement, demotion, and discharge of office workers.

Purpose of the Investigation

The real purpose of the investigation was to find out what the business world believes it is necessary to know in hiring office employees. At least a few business people are attempting to arrive at some indication of an applicant's potentialities by means of objective tests as well as by personal interviews. In other words, a considered opinion of business people is more apt to be found if a study is made of the "written down" things that business is trying to measure in applicants and employees.

An indirect outcome of this study, it is hoped, will be to present a body of facts upon which public schools and business colleges can build more adequate courses of study.

Some Difficulties Encountered

Although business has been seeking a test that would measure business ability, there are many difficulties in the way of producing a test that will meet all the requirements of business. The greatest difficulty is the fact that many of the jobs in business offices are not comparable. For instance, four men in the same office may receive the same salary but do entirely different kinds of work. The first may be paid because of his ability to write sales and collection letters, the second because of his technical training and experience in accounting, the third because of his ability to handle men, and the fourth because of his organizing ability.

To add to the difficulties, there is the question of demand and supply of office workers that makes it impossible to compare abilities and salaries. Today the ability required is very high but the salary is low.

Practically all the writer's interviews with business executives have brought out the fact that they do not agree in their estimates of applicants. But it seems that if business finds it advantageous and necessary to pay one

► *About Lloyd Jones:* Director of research, the Gregg Publishing Company. A.B., Baldwin-Wallace College, Berea, Ohio; B.B.A., Spencerian College, Cleveland; A.M., Western Reserve University. Past president of N.E.A. Department of Business Education and of Ohio Commercial Teachers Association; former chairman of NCTF Public Schools Section. Author and lecturer on junior business practice. Has taught in Ohio State, Columbia and Denver Universities, and Gregg College. Probably covers more miles each year than any other person in commercial education. Hobby: house-car trailering with his family inside.

man \$15. a week; a second, \$100; and a third, \$500 for the five or six days of work, then there certainly should be some measurement for these seemingly great differences in ability.

Perhaps it is impossible to measure business ability within narrow limits, but it ought to be possible to measure it within general or broad ranges. This investigation attempted to bring out those problems and show the difficulties involved in measurement. Almost any objective measure, however crude it may be, would be better than the guess-work methods that have existed.

Limitations of the Problem

The study of this problem revealed the following limitations:

1. It is very difficult to get business concerns to reply to letters asking for tests.
2. It is almost impossible to obtain tests by personal interviews with business owners and managers if the tests are not to be returned. Many of the tests analyzed were simply borrowed and studied in the employment manager's office.
3. Business and industry are not willing to give out the results of any testing program.
4. There is almost a total absence of statistical treatment of test results by business organizations.
5. A few organizations have been willing to give out the tests but have been unwilling to discuss their use or implication.
6. Many business organizations are rapidly discarding formal tests and are using other means of selecting employees. (A further study of new devices for selecting is being carried forward at this time.)
7. The oversupply of good workers during a period of depression means that a large number of shrewd employers are hiring the best trained and the best qualified without any screening process like a test.
8. There is a distinct absence of accurate job specifications that should form the bases of test construction in business organizations.

Summary of Data Collected

Most of the tests were collected by personal interview after nearly three hundred request letters and fruitless questionnaires had been sent out. The following is a general summary of the data collected:

182 tests or sets of tests analyzed.

93 tests and sets of tests made and used by 31 business concerns.

22 sets of tests used by civil service commissions, most of them issued by the Bureau of Public Personnel Administration.

31 tests and sets of tests published by special publishers of tests.

14 tests and sets of tests issued by publishers of commercial textbooks.

22 tests and sets of tests issued by schools, colleges, and universities.

14 business concerns using tests but not giving them out, and not discussing them.

48 business concerns not using tests, but having a good record for selecting good employees.

11 business concerns having abandoned the use of tests, and not willing to discuss the reasons for discontinuance.

RESULTS OF QUESTIONNAIRE

	Concerns Replying	
	Yes	No
1. Do you use written tests in the selection of your employees?.....	45	59
2. Do you use written tests in the promotion of your employees?.....	9	50
3. Are the tests published for general (but confidential) use?.....	13	30
4. Do written tests play a part in selecting and advancing employees in your organizations?	21	21 (little)
5. Have studies been made as to the reliability of the tests?.....	18	25
6. Have studies been made as to the validity of the tests?.....	18	22
7. Have studies been made comparing the test scores with the later success of the applicant?.....	17	23
8. Do the tests have manuals that		
a. Give ability standards.....	9	15
b. Give directions for administering ..	12	12
c. Give directions for scoring.....	11	12
d. Give aids in interpreting and using scores	11	14
9. If the tests do not have manuals but have directions, do they		
a. Give ability standards.....	9	11
b. Give directions for administering ..	13	7
c. Give directions for scoring.....	12	8
d. Give aids in interpreting and using scores	9	11

NOTE: Many of the concerns used more than one test.

Few Tests Based on Occupational Research

Few objective tests used by business concerns have been based on occupational studies or job analyses. Many tests used by civil service commissions and by the Bureau of Public Personnel Administration have been based upon an analysis of specific jobs, duties, typical tasks, and minimum qualifications.

Business Concerns Not Using Tests

There are no studies available to show whether the business organizations that use tests are more successful in employee selection, placement, supervision, and promotion than those that do not use tests. There is an imposing list of those that do not use tests.

What Business Concerns Are Testing

Business is evidently testing applicants primarily for general intelligence by means of arithmetic and for applied knowledge in English, alphabetizing, ability to spell, and ability to typewrite. Although business is interested in some applied knowledges and skills, it is apparently more interested in testing applicants for potentialities rather than for knowledge of specific details. A number of business concerns are relying entirely on General Intelligence tests.

Very few business concerns are using the specific knowledge tests. The low ranking of specific technical knowledge tests is indicative that business is largely content to undertake the responsibility of teaching the clerical and office details to beginning employees. However, business seems to be setting up tests for inexperienced applicants that will give some indication of the individual's personal traits. The following are included in the upper half of the items that business is testing: Reasoning Ability, Judgment Making, Comparisons, Power of Observation, Ability to Follow Directions, Attention to Small Details, and Degree of Mental Alertness.

Not one business concern was using the bookkeeping tests that publishers of commercial textbooks or educational institutions put out. A number of concerns were using stenographic and typewriting tests that the publishers or public schools are using.

In business practically nothing has been done with promotional examinations. The personal interview, success of the applicant, and opinions of supervisors are used as the basis of the promotion of employees.

After all is said, the personal interview has more weight with business concerns than objective tests. Even with those concerns that

use tests extensively, the tests are used to supplement the interview.

What Civil Service Commissions and the Bureau of Public Personnel Are Testing

Civil service commissions and the Bureau of Public Personnel Administration are testing applicants for Ability to Follow Directions, Arithmetic Skill, Alphabetizing, General Business Information, General Intelligence, and Memory of Oral Directions. To these institutions, the ability of an employee to do what he is told is of paramount importance. General Intelligence rates high. Then comes Social Intelligence, which indicates that, after many investigations and experiments, the Bureau of Public Personnel Administration believes that the ability to get along with people is of increasing importance.

In civil service employment, for many years, promotional examinations have been used to supplement successful experience and favorable opinions of supervisors. However, promotional examinations for civil service employment are attempts to rate the ability of the testee to perform. Therefore, such tests attempt to rate knowledges and skills for specific jobs.

What Publishers of Tests Are Rating

Publishers of tests are testing Arithmetic Skill and General Intelligence first; then comes Ability to Spell and English Fundamentals. Almost everything that the publishers of tests are doing revolves about General Intelligence—and tests of General Intelligence often cover, in greater or less degree, almost all the items listed for all the tests. The publishers of tests, as might be expected, have taken a stand that reflects many of the most frequent items used in tests in business concerns, civil service commissions, and the Bureau of Public Personnel Administration.

What Publishers of Textbooks Are Rating

Primarily, the tests put out by publishers of textbooks are attempting to measure a student's knowledge of some particular textbook. The inference is that if a student does well on such tests then he has the capacity to do the kind of work for which the textbook

SUMMARY OF FREQUENCIES AND RANKING OF ITEMS COVERED BY TESTS SUBMITTED

ITEMS	SUMMARY		BUSINESS		CIVIL SERVICE BUREAU OF PUB. PERSONNEL ADM.		PUBLISHERS OF TESTS		PUBLISHERS OF COM'L TEXTS		SCHOOLS COLLEGES UNIVERSITIES	
	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank	Freq.	Rank
Arithmetic skill.....	74	1	29	1	17	2	12	1	6	1	8	2
General intelligence.....	35	2	4	18	12	5	10	2	....	....	9	1
Alphabetizing.....	34	3	14	3	13	3	4	10	2	14	1	27.5
English fundamentals.....	31	4.5	15	2	5	8	9	3.5	....	....	2	18.5
Ability to follow directions.....	31	4.5	6	13	21	1	4	10	....	....	....	....
Typewriting skill.....	30	6	12	5	3	16	8	5	1	19	6	5
Ability to spell.....	29	7.5	13	4	4	12.5	9	3.5	....	....	3	12.5
General business information.....	29	7.5	4	18	12	5	4	10	3	11	6	5
General information.....	24	10	4	18	3	16	3	16	7	3	6	5
Reasoning ability.....	23	10	10	6.5	6	9.5	5	6.5	....	....	2	18.5
Elementary bookkeeping.....	19	11*	3	22	1	30.5	1	30.5	7	3	7	3
Vocabulary or word ability.....	18	12	10	6.5	3	16	3	16	1	19	1	27.5
Social intelligence.....	17	13	....	....	11	7	3	16	1	19	2	18.5
Shorthand skill.....	16	15.5	6	13	3	16	1	30.5	3	11	3	12.5
Copying figures.....	16	15.5	7	9.5	7	8	....	....	1	19	1	27.5
Judgment—making comparisons.....	16	15.5	8	8	3	16	1	30.5	....	....	4	8.5
Attention to small details.....	16	15.5	6	13	6	9.5	3	16	....	....	1	27.5
Correct punctuation.....	15	18	6	13	2	22	4	10	....	....	3	112.5
Memory of oral directions.....	13	20	....	....	12	4	1	30.5	....	....	....	....
Letter writing.....	13	20	2	27.5	2	22	4	10	....	....	5	7
Business law.....	13	20	....	....	....	....	3	16	7	3	3	12.5
Power of observation.....	11	23	7	9.5	2	22	1	30.5	....	....	1	27.5
Soundness of business judgment.....	11	23	4	18	2	22	....	....	4	6.5	1	27.5
Degree of mental alertness.....	11	23	6	13	....	....	5	6.5	....	....	....	....
Tactfulness—courtesy.....	10	25	2	34.5	2	22	1	30.5	1	19	4	8.5

Tabulation of figures.....	9	26.5	4	18	1	30.5	2	21.5	1	19	1	27.5
Correct paragraphing.....	9	26.5	3	22	...	...	3	16	...	...	3	12.5
Penmanship or handwriting.....	7	28	2	27.5	...	30.5	2	21.5	...	...	2	18.5
Office practice.....	6	29	...	...	4	12.5	...	...	...	...	2	18.5
Speed of movement.....	5	32.5	...	...	1	30.5	1	30.5	...	...	3	12.5
Filing and indexing.....	5	32.5	2	27.5	2	22	1	30.5	...	...	...	...
Correcting rough draft.....	5	32.5	1	34.5	1	30.5	3	16	...	...	...	...
Shipping information.....	5	32.5	2	27.5	...	...	...	...	3	11	...	...
Insurance information.....	5	32.5	...	...	...	...	4	6.5	4	6.5	1	27.5
Substituting one symbol for another.....	5	32.5	2	27.5	1	30.5	2	21.5	4	6.5	1	27.5
Place geography.....	4	38	3	22	...	...	1	30.5	...	...	...	...
Telephone information.....	4	38	...	...	1	30.5	...	...	3	11	...	...
Telegraph information.....	4	38	...	...	...	...	...	...	4	6.5	...	...
Postal information.....	4	38	1	34.5	...	...	...	...	3	11	...	...
Banking information.....	4	38	...	...	...	...	...	...	4	6.5	...	...
Classification of items.....	3	43.5	3	27.5	...	...	...	...	1	19	...	...
Salesmanship.....	3	43.5	1	34.5	...	...	...	...	1	19	1	27.5
Advertising psychology.....	3	43.5	1	34.5	1	30.5	1	30.5	...	...	...	...
Degree of comprehension.....	3	43.5	...	...	1	30.5	1	30.5	1	19	1	27.5
Degree of adaptability.....	3	43.5	...	...	...	...	2	21.5	1	27.5	...	...
Degree of originality.....	3	43.5	1	34.5	...	...	...	...	...	...	2	18.5
Computing and adding machine.....	2	48.5	2	27.5	...	...	...	...	...	...	...	...
Billing information.....	2	48.5	1	34.5	...	...	...	...	...	...	1	27.5
Originality or initiative.....	2	48.5	...	...	11	30.5	1	30.5	...	...	...	...
Statistical calculations and distributions.....	2	48.5	...	...	2	22	...	...	...	...	...	...
Power of concentration.....	1	52	...	...	...	...	1	30.5	...	...	...	...
Understanding of literature related to clerical work.....	1	52	...	...	11	...	...	...	...	...	...	...
Vocational interest.....	1	52	...	...	...	...	1	30.5	...	...	...	...

trains. But it must be noted that the publishers of textbooks recognize the value of tests of General Intelligence because Arithmetic Skill ranks the highest of all items.

The tests put out by publishers of commercial textbooks have largely been constructed by authors or writers of national reputation. Inasmuch as a great deal of pioneering and research have been fostered by publishing companies, their textbooks represent scientific attempts to meet the needs of modern business. The tests, although designed to cover certain textbooks, are, after all, fairly accurate measures of potential business ability.

What Schools, Colleges, and Universities Are Testing

In spite of the fact that the tests received from the educational institutions were, in most instances, devised by teachers who were more familiar with textbooks than they were with business organizations, these tests emphasize General Intelligence and then get down to the serious business of measuring technical details. These tests largely covered the ground already being tilled by the publishers of textbooks. Throughout this study, it was apparent that educational institutions were more alert to the advantages of research than business organizations. At least, their tests are more scientifically constructed than most of those constructed and used by business organizations.

Findings From Those That Submitted Tests

Altogether there are 93 tests and sets of tests being used by 31 business concerns. In addition to their own tests, 14 business concerns are using intelligence tests put out by publishers of tests—a situation pointing to the recognition of the importance of general intelligence tests as one measure used in selecting employees.

In this investigation, analysis has been made of 182 tests or sets of tests. Of this number, 93 have been submitted by 31 business concerns; 9 by 3 civil service commissions; 13 by the Bureau of Public Personnel Administration; 31 by 10 publishers of tests; 14 by 5 publishers of commercial textbooks; and 22 by schools, colleges, and universities.

The analysis of the tests into 53 items was undertaken for convenience only and to show the kinds of things the tests were attempting to measure. There was some overlapping because authors of the same type of tests have been calling them by different names; furthermore, what a business concern or a publisher called a test might not indicate precisely what the test was attempting to measure.

Conclusion

Due to competition and due to the desires of business to improve the quality of its employees, more testing devices will be used by employers in the future. These devices may not be tests as such, but they will supplement the personal interview—the most generally accepted measuring stick yet developed. Add the educational and experience record of an applicant to the personal interview, and a fairly good picture of the applicant can be obtained. The remaining question to be answered is, "What can this applicant do now and in the future with this specific business organization?" The answer can be found only by some objective tests.

Perhaps business will never work out its employee selection problem by the commonly accepted types of tests; business may do it by setting up definite standards of accomplishment. Civil service commissions and the Bureau of Public Personnel Research are pointing the way in the setting up of standards. It is inevitable that the schools, colleges, and universities will try to meet the standards set up by business. It naturally follows that the publishers of commercial textbooks will use the standards in developing classroom materials. Then all types of tests of potential business ability will be attempting to measure the same capacities and abilities. It is certain that the students of commercial textbooks and graduates of commercial courses ought to do better on tests of business ability than those who have not studied business or prepared for it.

Unfortunately, business is not familiar with the tests used by publishers of commercial textbooks or by educational institutions. Neither are the publishers or the educational institutions familiar with the tests used by

business organizations. Most of the short-hand and typewriting tests, devised through the Gregg Publishing Company by specialists and used in schools, were also used in business as a basis of measuring stenographic ability. This investigation is the first attempt yet made to reconcile testing in the business world and testing in the educational world.

This investigation has not been carried far enough to indicate whether tests of general intelligence result in as accurate selection of office employees as the special abilities or clerical tests. Tests of general intelligence deal largely with the ability to learn but they are woefully lacking as measures of specific qualifications for office work. In other words, a very bright person might be a total failure at an information desk, whereas a person of only average ability might be a tremendous success in that position simply because of high social ability.

Consciously or unconsciously, employers are measuring employees' potentialities every day. Perhaps some of the most desirable qualities are the intangible ones that evade objective testing. The future certainly holds vast possibilities in the field of objective tests of business ability.

Recommendations

Objective tests are supposed to measure certain things. In so far as tests of business ability are concerned, then—

1. Objective tests should be based upon occupational studies, job analyses, and acceptable standards of performance.
2. The ability to get along with people is increasing in importance every day and should be tested.
3. More usable tests of the following kinds should be taken out of psychological laboratories and tried out and developed in business concerns:
 - a. Social intelligence
 - b. Degree of adaptability
 - c. Interest
4. Improvement of the personal interview technique must be made because it is relied upon to such a great extent and by its very nature is very unreliable.
5. Wider employment of people familiar with testing and measurement. It is as important for the employer to know what a test will *not* do as it is for him to know what a test will do.
6. Tests by publishers of commercial textbooks should be tried out by business concerns and vice versa. Publishers of commercial textbooks and business concerns are largely working towards the same

end so far as the initial measurement of business ability is concerned.

7. The services of test and measurement experts in colleges and universities should be sought by business.

8. A wider dissemination of test and measurement results ought to be undertaken by all institutions concerned.

9. A more universal check-up and follow-up of employees selected by objective tests should be made. Statistical studies of the relationship between initial test scores and success on the job might lead the way to better tests and measuring devices for selecting employees.

Summary

The table on pages 92-93 shows the frequencies and the ranking of the frequencies of all items covered by all the tests submitted.

American Education Week

AMERICAN Education Week will be observed, for the seventeenth consecutive year, on November 7-13. It is sponsored jointly by the NEA, the United States Office of Education, and the American Legion.

Daily topics have been announced as follows:

Sunday: Can We Educate for Peace?
Monday: Buying Educational Services.
Tuesday: Horace Mann Centennial.
Wednesday: Our American Youth Problem.
Thursday: The Schools and the Constitution.
Friday: School Open-House Day.
Saturday: Lifelong Learning.

Materials and further information for the observance of American Education Week in the schools can be obtained from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

G. H. Parker

AT the beginning of the fall term, G. H. Parker took over his new duties as assistant professor of business education and supervisor of student practice teachers in the Woman's College of the University of North Carolina. He succeeds Clyde W. Humphrey, whose appointment to the faculty of the University of Tennessee was reported last month.

Mr. Parker formerly taught in State Teachers College, Fredericksburg, Virginia. During three summer sessions, he was acting head of the business education department of New Mexico Normal University.

His bachelor of science degree is from State Teachers College, Aberdeen, South Dakota, and his master of arts from the University of Iowa. He is treasurer of the Southern Business Education Association.

The Functional Method of *Its* *Psychological* *Background*

LOUIS A. LESLIE

WHEN the first announcement of the Functional Method of teaching Gregg Shorthand was published in the *BUSINESS EDUCATION WORLD* for March, 1935, teachers in general found great difficulty in believing that teaching techniques so different from anything previously used could be effective, and their first question, naturally enough, was, "Will it work?"

In that first school year, ending in June, 1936, about 700 teachers tested the Functional Method in their classes. During the second school year, ending in June, 1937, more than 4,000 teachers used the Functional Method in their shorthand classes. This rapid spread of so new a method is sufficient indication of its teachability and of the superior results that it produces. The writer knows of no case of dissatisfaction on the part of any teacher who has used the Functional Method as explained in the teachers' handbooks prepared by him. The failures that have been reported have been attributable to deviations from the techniques recommended in the teachers' handbooks.

As further proof of this, the reader is referred to two comprehensive studies. One is the doctor's thesis of Dr. T. A. Regan, of Boston Teachers College. It is entitled, "Psychological and Pedagogical Bases of the Functional Method of Teaching Gregg Shorthand." Dr. Regan not only covers the theoretical aspects of the subject but taught classes by the Functional Method and communicated with many teachers using the Functional Method. Dr. Regan's findings are

that the Functional Method has fulfilled its claims for greater ease and speed of learning.

Another study with similar conclusions was made as a master's thesis by C. C. Carder, at the Kansas State Teachers College of Pittsburg, Kansas. Mr. Carder's thesis is entitled, "Comparison of Functional and Non-Functional Methods of Teaching Shorthand in Northeast Experimental Junior College of Kansas City, Missouri." Mr. Carder bases his conclusions on exhaustive testing of two scientifically matched and carefully controlled classes.

Now that general use as well as scientific studies indicate that the Functional Method does what it claims to do, teachers have begun to ask whether the Functional Method conforms to the findings of modern psychology. The purpose of the present series of articles is to show that it does, by quoting from the works of some of the leading writers on pedagogy and psychology. Unfortunately, because of severe limitations of space, it will be possible only to indicate the trend of thought, rather than to give enough quotations to cover every point thoroughly.

It is suggested that teachers who are interested in following the matter further trace the references given here and read what all the authors mentioned have to say about the teaching of skill subjects. In any event, it is strongly urged that every teacher own and read Morrison's *Practice of Teaching in the Secondary School*, and Mursell's *Psychology of Secondary School Teaching*. Read those two books carefully and mark the passages that seem especially helpful to you.

Usually, the first question asked by the shorthand teacher who is studying Functional Method teaching techniques is, "But *how* do they learn to write new words if they don't know the rules?" That question is well answered by two great psychologists of the present day:

The plain truth is that no one knows what happens in the higher nervous centers when a person learns. (James L. Mursell, *The Psychology of Secondary School Teaching*, page 45, W. W. Norton and Company, 1932.)

Teaching Gregg Shorthand

Unfortunately, any "explanations" of learning at present are assumptions in the realm of the unknown, and should be sedulously avoided. (Knight Dunlap, *Habits, Their Making and Un-making*, page 314, Liveright, 1932.)

But although we are unable to explain the real nature of learning, we can control learning. While it is true that

Seldom does a method, however faulty, prevent a child from learning something! (Wheeler and Perkins, *Principles of Mental Development*, page 456, Thomas Y. Crowell Company, 1936.)

nevertheless we know that if we use one teaching technique we obtain one set of responses and if we use another teaching technique we obtain a different set of responses. Therefore, without being able to explain the mental processes of the pupil, we are able to guide those mental processes effectively.

One excellent definition of teaching is:

Teaching consists of providing occasions for the occurrence of sensory stimuli, ideas, and actions in their proper order and connection. (Clarence E. Ragsdale, *Modern Psychologies & Education*, page 172, The Macmillan Company, 1936.)

A good statement of the teacher's function is:

The teacher's function consists in doing a number of things which facilitate readiness for a particular activity and of getting rid of conditions which tend to reduce or interfere with readiness. She must take into account fatigue, boredom, excitement, discouragement, poor physical tone, and other factors which reduce readiness for any work. She should utilize related acquired habits and information in order to start action as though on familiar grounds. The pupil should not be discouraged by serious perplexities and difficulties in the beginning. (Edward L. Thorndike and Arthur I. Gates, *Elementary Principles of Education*, page 32, The Macmillan Company, 1929.)

Before we consider the specific teaching techniques of the Functional Method and their psychological justification, it seems worth while to consider and establish a basis of agreement as to our objective in teaching shorthand.

Three paragraphs by Morrison state perfectly my own feelings about the teaching of shorthand:

There is perhaps no single factor so commonly responsible for non-learning and perverted learning as persistent attempts to achieve a given learning product under the wrong type of technique. In many schools, practically the only type employed is the science type. That is to say, the attempt is made to reduce everything to terms of understanding or rationalization.

While the actual outcome is greatly obscured by the lesson learning theory of instruction, the actual product, as far as there ever is an actual product at all, is always only that which can be attained under the type of teaching used.

No better example can be found than the result of attempting to teach discourse under the science type. The outcome is understanding of language structure, and ability to decipher discourse, but not ability to read or to think in the new tongue. Similarly, the attempt to develop appreciation of literary values under the science type may lead to understanding of the conditions under which literature is produced, but it never results, except casually in a taste for that kind of reading. (Pages 99-100.)

Again, stenography is distinctly a language art. If the correct learning product is established, the writer employs his symbols to express meaning and in taking down dictation his attention is focalized on meaning and not on his symbols. Unhappily, we frequently encounter stenographers whose attention is typically focused on successive words, and as a consequence our dictation comes back to us more or less a mass of meaningless gibberish. (Page 470.)

Nature of the Learning Product. The learning product in the language arts is always an ability to read or hear or feel a message expressed in some form of language, or else an ability to use some form of language to express thought or feeling, *without* in either case *focal consciousness of the discourse itself*. (Henry C. Morrison, *The Practice of Teaching in the Secondary School*, pages 467-468, The University of Chicago Press, 1931.)

Therefore, as a language art the learning product must be the ability to use shorthand without having to think of the shorthand. The *message*, rather than the shorthand, must be focal in consciousness. But as Professor Morrison points out, in many schools a language-art subject like shorthand is

handled by the science type of teaching, so that "the attempt is made to reduce everything to terms of understanding or rationalization."

Our problem, then, is to devise techniques of teaching that will enable the pupil to learn without the necessity for rationalization in a subject like shorthand, where rationalization is harmful rather than helpful.

This brings me to the consideration of the most hotly debated feature of the Functional Method, the fact that the Functional Method teacher does not, at any time, in any way, teach rules or principles or generalizations or permit or encourage the pupil consciously to form his own rules or principles or generalizations. The teaching techniques of the Functional Method are all devised to enable the pupil to attain real skill in the use of shorthand without knowledge of the rules or principles.

"Impossible," said many teachers. "You can't write *barn* or *charm* if you don't know the rule." Nevertheless, the Functional Method pupil does write those words and any other words within his English vocabulary, although he has never seen or heard a statement of the rule and is totally unable to formulate any generalization if you asked him for one.

How is this brought about? In the same way that the young child learns to speak his mother tongue without benefit of grammar or dictionary—simply by constant "exposure" to the language—in this case, shorthand.

The Functional Method Manual and Functional Method Dictation contain 131,336 words of printed shorthand practice matter. This is all covered in one high school year, providing approximately four times as much shorthand practice matter as had been customarily used in the same length of time, and more than ten times as much as had been used by some teachers. So vast an amount of material chosen almost at random could not fail to give a high degree of facility in the writing of shorthand. But more than half this material was especially written to provide practice.

An extremely interesting count of the typi-

cal joinings found in the Functional Method Manual has been made by Mrs. Daisy M. Miller as part of her research work at the University of Texas under the direction of Miss Florence Stullken. Mrs. Miller has been kind enough to give me permission to quote some of her figures here. In reading these figures, remember that they are based on the Functional Method Manual only, which is completed in one high school semester of 83 periods—a total of 66,210 words. Of this number, 40,198 words are brief forms or brief-form derivatives. No wonder they know their brief forms!

There are in the Functional Method Manual 25,261 examples of the normal circle joinings and 1,335 examples of the different uses of the reversed circle. The relatively small number of reversed circles is due partly to the fact that the reversing principle does not occur so frequently and partly to the fact that, of course, few reversed circles are used until almost halfway through the course.

Mrs. Miller's count shows a total of 12,924 examples of the joining of the strokes for *s*. It shows 5,677 examples of the *o*-hook written normally and 1,788 examples of the *o*-hook written on its side. Although, of course, the diphthongs are not introduced until Chapter V, in the twenty-second period of instruction, there are in that first semester's work 1,446 examples of the diphthong *i*, 345 of the diphthong *ow*, 268 of the diphthong *u*, and 214 of the diphthong *oi*. On page 93 of the Teacher's Handbook to the Functional Method Manual will be found an analysis of the number of times each diphthong occurs in the first presentation in Assignment 22.

This constant repetition, always in different contexts, is the factor that, properly utilized, makes it possible to learn shorthand with no knowledge of the rules. In connection with the quotations to be offered on the Functional Method reading procedures, there will be comments on the value of a large number of examples contained in many different contexts compared with the value of a smaller number of examples in more limited contexts such as have been used in the past.

Most of the quotations concerning the futil-

ity of giving rules are drawn from the field of general teaching, but their relevancy is obvious.

In teaching a new skill, what can the teacher do to aid the pupil in learning more quickly? In the beginning do not rely too much on words. It is almost useless to tell a child how to do a stunt in a gymnasium. He will not understand the directions. He may be able to give you the meaning of every word used; he may be able to repeat the directions, but he has not connected the words with the movements of his hands and body. Directions are just empty words until the pupil has already learned something about the new task, until he has already developed a fair degree of skill. (Clarence E. Ragsdale, *Modern Psychologies & Education*, pages 325-326, The Macmillan Company, 1936.)

Some of the leaders in our own field have spoken more specifically about shorthand. One of them is Mr. Louis A. Rice, formerly supervisor of commercial education for the state of New Jersey and now vice principal of the Packard School, in New York, who said:

... the learning of the rules is an additional handicap placed on the pupil while he is learning to write shorthand. (Louis A. Rice, "Outstanding Flaws in Shorthand Teaching and How to Remedy Them," *Sixth Yearbook—1935-1936—The Commercial Education Association of the City of New York and Vicinity*, New York, N. Y., page 115.)

About 1899 a great shorthand reporter and writer on shorthand topics wrote:

The student should not expect to acquire the art of phrasing by the mere study of phrasing rules. . . . I do not believe any accomplished reporter who phrases judiciously and aptly ever acquired any considerable portion of his skill by the study of phrasing rules. Nothing but study and practice of normal phrase models, selected by practical men from practical work, can give one that "cultivated instinct" which will almost intuitively adopt good joinings and unhesitatingly avoid bad ones. (David Wolfe Brown, *The Factors of Shorthand Speed*, page 186, The Gregg Publishing Company, 1910.)

Thus, forty years ago Mr. Brown described almost exactly the process by which the Functional Method pupils learn shorthand—"by the study and practice of . . . models" until they have "that cultivated instinct which will almost intuitively adopt good joinings and unhesitatingly avoid bad ones."

(To be continued)

Helen W. Evans Dean of Reporting Instructors



HELEN W. EVANS

MISS HELEN W. EVANS, distinguished teacher of court reporting in Chicago, was recently asked how she happened to select that profession. All credit was given to her mother, who was an ardent advocate of Gregg Shorthand, and who encouraged

Miss Evans to learn what was then a rather frowned-upon subject for young ladies to study, since it was highly suggestive of a means of livelihood.

The intricacies of the art fascinated the new pupil and soon she became one of the "star" members of her class. The passing years brought varied activity with shorthand as her companion—secretarial work for the school during her senior year at high school, reporting lectures at normal school (which helped to pay her tuition), and then, finally, the urge to interest and train others for reporting work.

Miss Evans entered Gregg College, Chicago, and under the able direction of Mr. Fred Gurtler, one of the foremost reporters this country has produced, soon increased her speed to professional proportions. Upon completion of the course, Miss Evans continued at the school as assistant to Mr. Gurtler until he resigned in order to give his full time to reporting.

Since that time, as head of the court reporting department of the college, she has trained hundreds of young people in this profession and by constantly competing with them has maintained her high reporting speed and their regard.

The first teacher to win the Gregg Expert Diamond Medal for writing 200 words a minute for five consecutive minutes, Miss Evans also "broke the ice" for women by this feat. In addition, she has been awarded a 200-word certificate by the National Shorthand Reporters Association.

Theodore Yerian



THEODORE YERIAN

THEODORE YERIAN assumed his new duties at the opening of the fall term at Oregon State College, Corvallis, as assistant professor in the department of secretarial science. Professor H. T. Vance is head of the department.

Mr. Yerian's bachelor of science degree was granted by Oregon State College in 1932. Since then, he has been teaching and studying at the State University of Iowa. He received his master's degree from that institution in 1936. He writes, "I count it a privilege to have been permitted to work, while at Iowa, under the personal direction of Dr. E. G. Blackstone, head of commercial teacher training, and an outstanding man in this field."

Mr. Yerian is co-author with Dr. Blackstone of a recently published textbook on personal typewriting.

He took with him to Corvallis his bride, the former Doris Lindquist, of Iowa City. They were married on August 15.

[Editor's Note—The managing editor cannot refrain from adding the personal comment that away back in 1913 he received the same appointment as Mr. Yerian and he, too, took his bride with him to Corvallis. Corvallis, with snow-clad mountains in the background and the beautiful Willamette River running through the town, is an ideal place for a honeymoon!—C.B.]

Ira S. Condit

IRA S. CONDIT, emeritus professor of mathematics of Iowa State Teachers College, Cedar Falls, chose as the subject for his address to the graduates at the end of the 1937 summer quarter, "After Fifty Years—Retrospect and Prospect."

Professor Condit has just retired to part-time teaching after fifty years of educational service, forty of which were spent in Iowa State Teachers College. Since 1909, he has been head of the department of mathematics,

and since 1922 head of the department of mathematics and commercial education.

He began teaching, as have so many other distinguished educators, in rural and village schools. He has served on committees studying state curricula in mathematics and is a member of the state committee on Standards for Certification of Commercial Teachers. He is the author of several mathematics textbooks and syllabi.

Professor Condit is a Fellow of the Iowa Academy of Science and a member of the Mathematical Association of America, the National Council of Teachers of Mathematics, the National Association of Commercial Teacher Training Institutions, Pi Omega Pi (commercial education), and Kappa Mu Epsilon (mathematics).

Lloyd V. Douglas, formerly head of the department of commerce of New Mexico Normal University, succeeds Professor Condit as head of the commercial education department.

Jessie Graham



JESSIE GRAHAM

DR. JESSIE GRAHAM, BEW's able book review editor, has been appointed assistant supervisor of commercial education of Los Angeles. She is associated in her new work with John N. Given, who became assistant supervisor in charge of commercial education

in Los Angeles during the past year.

Dr. Graham was for several years on the faculty of San Jose State Teachers College. Last spring she was appointed to assist A. E. Bullock, principal of the Metropolitan High School of Los Angeles.

Her doctor's degree is from the University of Southern California, where she has taught during several summer sessions.

Her latest book, on collegiate secretarial training, written in conjunction with Dr. Benjamin R. Haynes and Virginia Holmes Moses, was published last spring.



ECONOMIC GEOGRAPHY ROUND TABLE

Conducted by

Douglas C. Ridgley, Ph.D

Topic No. 2

Acreeage of Eight World Crops
George H. Primmer, Ph.D.

EDITOR'S NOTE—A graphic representation of the areas devoted to eight important world crops is presented by Dr. George H. Primmer, professor of geography, State Teachers College, Duluth, Minnesota. These graphs correct exaggerated or false notions concerning the amount of the earth's surface devoted to the cultivation of certain useful plants.

The five graphs presented provide data from which tables and problems may be derived for comparative study. Teachers and students may devise similar graphs for other world products or for areas of countries or states.

Statistical material may be obtained from the Yearbook of Agriculture and other government publications, from World Almanacs, from the Statistical Yearbook of the League of Nations, and from other sources.—DOUGLAS C. RIDGLEY.

THE eight crops studied in the graphs on the following two pages include six leading cereal crops—wheat, corn, oats, rye, barley, and rice—and two fiber crops—flax and cotton. These crops furnish the chief bread foods and clothing fibers of the world. They occupy much of the crop land of the world. (See pages 102-103.)

The world graph shows a block in the lower left-hand corner and a percentage strip along the upper margin, both proportioned to the total area in eight staple crops. Strips suggested by broken lines illustrate Dr. O. E. Baker's discussion of potential wheat land.

Continent graphs are drawn on a scale six times as large as that for the world. The lower left-hand corner blocks of these graphs make it possible to compare crop importance. The percentage strips along the upper margins are in correct proportion to the total area of eight crops, except for Australia, whose percentage of crop land is too small to show an open strip.

The information represented on the graphs may be strengthened and enlarged by the construction of tables, by the solving of problems, and by giving oral or written statements based on a comparative study of the

graphs, tables, and problems. Suggestions for studying the graphs follow:

1. Make a table to show the number of square miles and the number of acres of land of the world planted to each of the eight crops. One square mile is 640 acres. Use the following form. The areas and percentages needed for calculations are on the world graph.

AREAS DEVOTED TO EIGHT LEADING CROPS OF THE WORLD

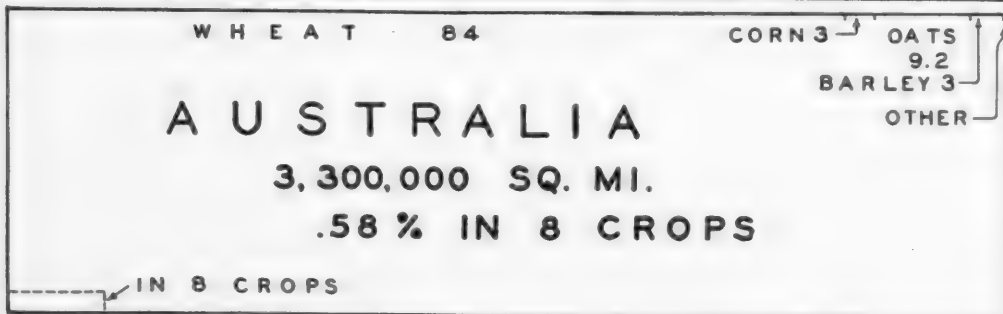
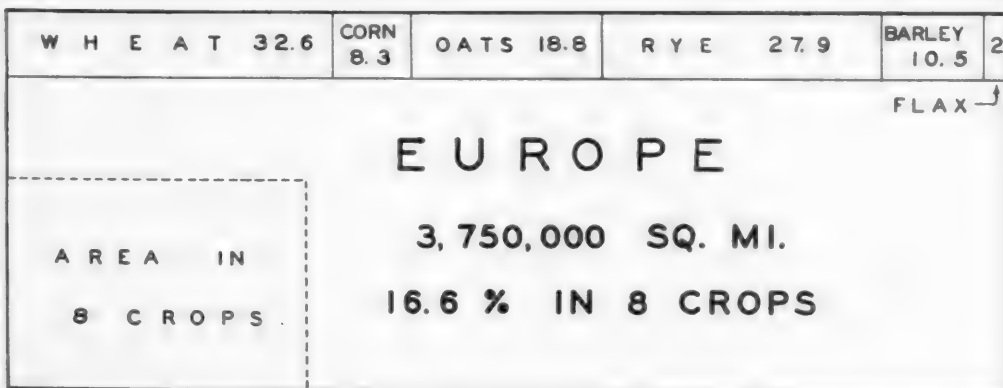
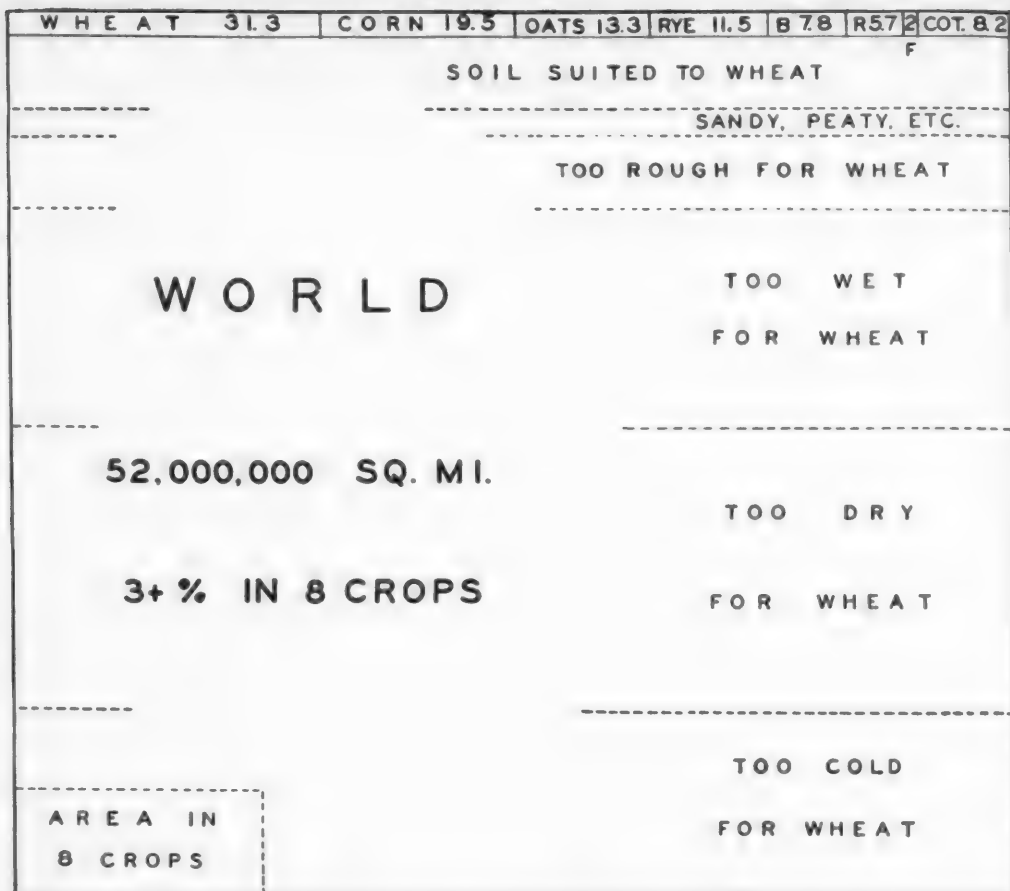
Crop	Square Miles	Acres	Percentage of Area Devoted to Eight Crops
Wheat.....			
Corn.....			
Oats.....			
Rye.....			
Barley.....			
Rice.....			
Flax.....			
Cotton.....			
World.....			

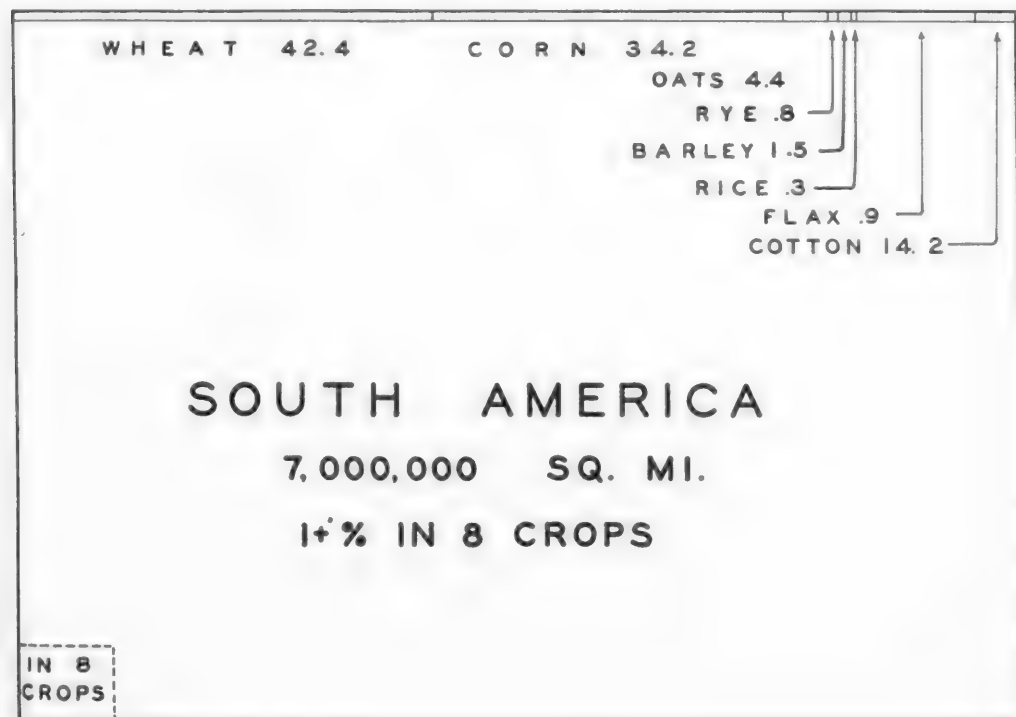
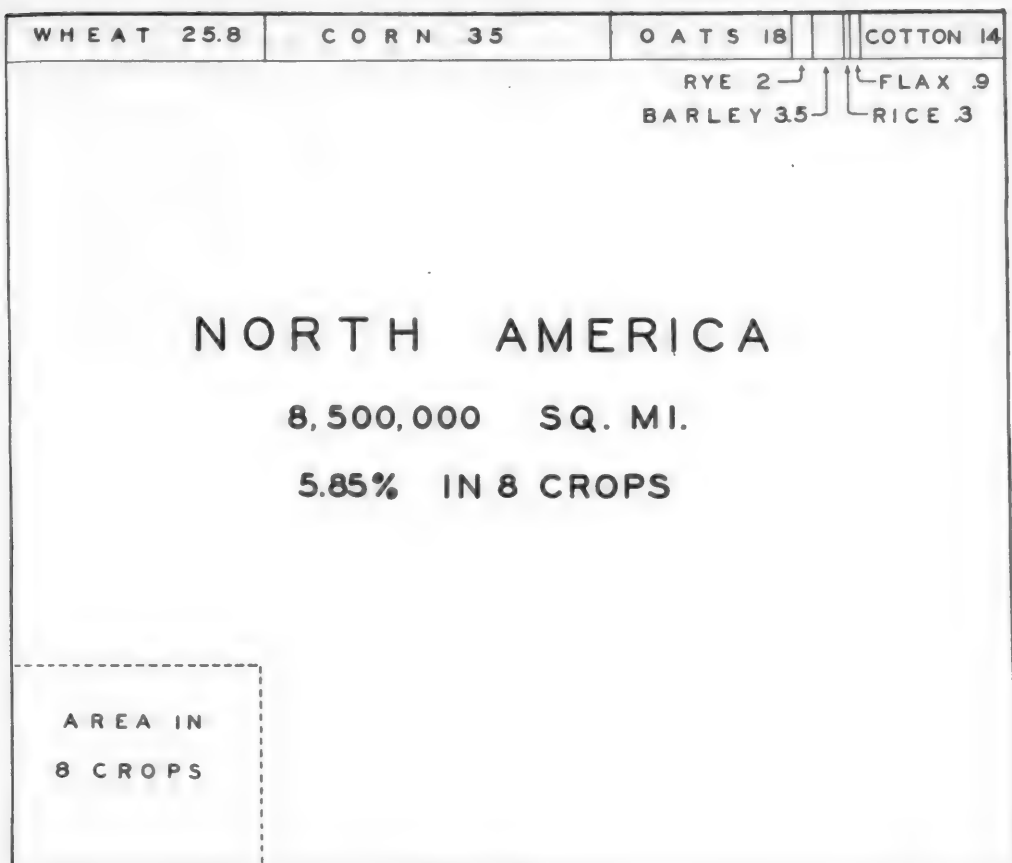
2. Make a similar table for each of the four continents represented by the graphs.

3. From these five tables, complete the following table:

<i>Acres Devoted to Wheat</i>	
North America.....	
South America.....	
Europe.....	
Australia.....	
Asia and Africa.....	
World.....	

(Continued on page 104)





4. Compare the wheat acreage of North America, South America, Europe, and Australia. What geographic factors influence this distribution of wheat acreage among the continents?

5. Make a table and comparative statements for corn similar to those for wheat prepared in Exercises 3 and 4.

6. Australia is nearly as large as Europe. Australia has a population of 6,000,000 inhabitants, and Europe a population of 500,000,000. Show how the graphs and tables help to explain this difference in population.

7. How does Europe rank among the continents in wheat acreage? Why does Europe import more wheat than do all the other continents?

8. What percentage of the world's corn acreage is in North America? What is the geographic explanation?

9. Dr. O. E. Baker has made an intensive

study of world wheat production and the possibilities of its extension. From the world graph, complete the following table:

WORLD LAND AREA AS RELATED TO WHEAT

Kind of Land	Square Miles	Acres	Percentage of World Land
Soil suited to wheat.			
Sandy, peaty soil.			
Too rough for wheat.			
Too wet for wheat.			
Too dry for wheat.			
Too cold for wheat.			
Total world.			

AMERICAN VOCATIONAL ASSOCIATION TO MEET IN BALTIMORE

THE thirty-first annual convention of the American Vocational Association will be held in Baltimore, December 14. The vice president of the division of commercial education is Mr. B. J. Knauss, director of commercial studies for the city of Chicago. The local program chairman is Mr. Clyde B. Edgeworth, supervisor of commercial education for Baltimore. The local committee is made up of commercial department heads and school representatives from the Baltimore schools.

A strong and instructive program on commercial education is being built around the following topics: "Educational Developments in Distributive Occupations," "Plans, Progress, and Problems in Distributive Occupations," "Plans, Progress, and Problems in Training Teachers of Distributive Subjects," "The Improvement of the Product of Commercial Education in the Public Schools," and "Vocational Education for Clerical Workers."

Among the speakers will be the following:

Prof. F. G. Nichols, of Harvard Graduate School of Education; Dr. Paul H. Nystrom, of Columbia

University and the Federal Advisory Board for Vocational Education; Dr. Norris M. Brisco, of New York University; Dr. Ivan E. McDougale, of Goucher College; Mr. Earl W. Barnhart, of the Federal Board for Vocational Education; Dr. Paul Lomax, of New York University; Mr. John G. Kirk, director of commercial education for Philadelphia; Mr. Charles Hamilton, of the New Jersey Department of Education; Miss E. Ruth Fagundus, personnel director, Hochschild Kohn and Company, of Baltimore; Miss Florence H. Miller, placement counselor for girls, Baltimore Public Schools; Mr. Norman A. Lufburrow, employment director, Baltimore Y. M. C. A.; Miss Nina K. Russell, of the Employment Department of the Consolidated Gas, Electric Light and Power Company of Baltimore; and a number of other prominent speakers.

Mr. Barnhart is working on the section of the program devoted to education for the distributive occupations under the George-Deen Act. This will be of vital interest to all superintendents and administrators of commercial education. The classroom teacher will be interested in that part of the program devoted to the improvement of her product. An urgent invitation to attend is extended by the officers and local committees to all teachers interested in vocational education.



Speech

For the Classroom Teacher

DOROTHY I. MULGRAVE, Ph.D.

EDITOR'S NOTE—Before a teacher can attempt to correct the speech disorders of students, or even criticize his own speech, he must understand the organs by which speech is produced. Dr. Mulgrave describes them briefly here, thus laying the foundation for her third article in this series, "Functional and Organic Speech Disorders," which will appear in the November issue of the BEW.

IN order to play a violin or piano or any other musical instrument, it is not necessary that one know much about the structure of the instrument; but to avoid misuse, and to obtain the best results, one should know *something* about it. Similarly, although many persons speak well and audibly without any knowledge of the human vocal instrument, the larynx, there are a great many who, through careless use of their voices, do inestimable harm to the vocal apparatus because they are unaware of its sensitive structure.

In many occupations the voice is used several hours a day. In teaching, for example, the teacher must learn to use his voice adequately and economically; furthermore, he must know enough about voice production so that he can help those students who use their voices poorly.

The Process of Respiration

For all physical activity we need energy. In voice production, which is an example of strongly energized activity, the force must come from the proper control of outgoing breath. Normally we automatically inhale and exhale enough oxygen to maintain life. For speech or singing, as for swimming or running, special attention must be given to respiration.

Respiration consists of two processes: inspiration, or introduction of air into the lungs; and expiration, or expulsion of air from the lungs. In inspiration, air passes through the mouth or nose to the larynx, trachea, bronchi, and lungs.

The Nose and Sinuses

The nose, which is the special organ of the sense of smell, is important also as a passageway for air going to and from the lungs. It is composed of a triangular framework of bone and cartilage, covered by skin and lined by mucous membrane. It has on its under surface two oval-shaped openings known as the nostrils, which are the external openings of the nasal cavities. (See Figure 1.)

There are four pairs of nasal accessory sinuses. The frontal, ethmoidal, and maxillary sinuses open into the nasal cavity; the sphenoidal sinus opens into the nasopharynx. (See Figure 2.)

The Mouth and Palate

The mouth, which is a nearly oval-shaped cavity, is very important as a resonator in speech. The roof of the mouth is formed by the hard and soft palate. The floor of the mouth is formed largely by the tongue.

The size and shape of the mouth are determined largely by the lips, the muscular activity of which is capable of changing the size of the opening of the mouth and of the cavity itself.

The Larynx and the Vocal Cords

The larynx is a valve-like mechanism consisting of a framework of cartilages connected by ligaments. The four cartilages that form the essential framework of the

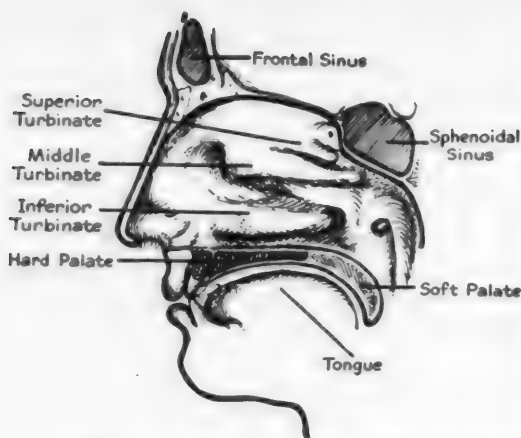


Figure 1.—Section through head, showing nasal cavity, tongue, hard and soft palate, and sphenoidal and frontal sinus.¹

larynx are the thyroid, cricoid, and the two arytenoid cartilages.

The vocal cords, more properly called vocal bands, consist of two horizontal ridges formed by elastic tissue in folds of the membrane that lines the larynx. Because of the fact that the vocal cords are situated in the larynx, many persons are misled into believing that voice is the result of the activity of the vocal cords only. This belief is not only fallacious, but it may be dangerous, for it is likely to focus too much attention on the throat. The larynx may be called a primary

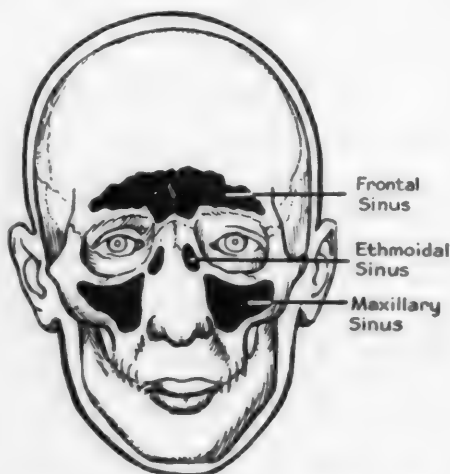


Figure 2.—Showing the frontal sinus, the ethmoidal sinus, and the maxillary sinus.

¹Illustrations are from "Speech for the Classroom Teacher," by Dorothy I. Mulgrave, Prentice-Hall Inc.

source of tone because it contains the vocal cords, but there must be a source of motive power as well as a method of producing resonance or amplification of the vibrations set in action in the vocal cords.

The Lungs and the Diaphragm

The lungs are the intermediaries between the oxygen outside the body and the carbon dioxide in the circulating blood. Their substance is porous and spongy, and they consist of the alveoli (or terminals of bronchial tubes), blood vessels, lymphatics, nerves, and a large quantity of connective tissue. (See Figure 3.)

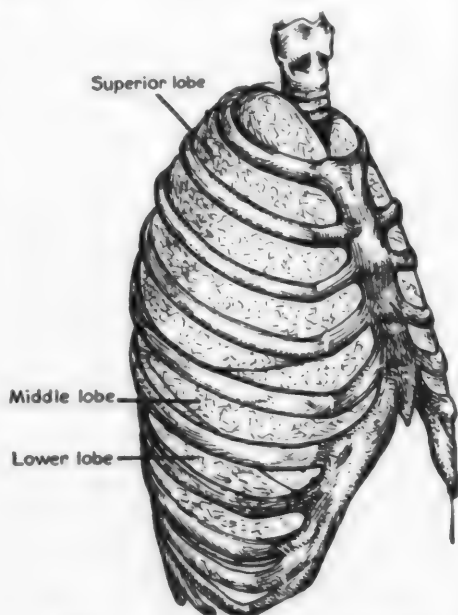


Figure 3.—Right lung, on inspiration.

The diaphragm, which is the principal muscle of inspiration, is a dome-shaped musculo-fibrous partition that forms the floor of the thoracic cavity and the roof of the abdominal cavity. It extends over the abdominal cavity like an open umbrella with its convexity toward the chest. On inspiration, the central portion of the diaphragm moves downward; on expiration, it moves up.

Apart from the neurological factors involved in speech, all these physiological organs must work harmoniously if voice production is to be normal. Chronic catarrh, sinusitis, deviated septum, diseased tonsils or

adenoids, or any other malady in the nose and throat may be responsible for wide deviations in voice quality.

The vocal cords must approximate in speech; any diseased condition of the nose or throat may make it impossible for the cords to come close together. If there is more than a third of a millimeter of space between them on

phonation, the voice will be hoarse. By hoarseness is meant chronically husky quality. This may be the result of a minor ailment in the nose or throat or it may indicate something serious. It is important, therefore, that persons having any abnormal voice quality have a thorough examination by a competent nose and throat specialist.

Shorthand and Typing Research By Anne M. Corcoran

COMPARISONS are not necessarily odious. Once in a while it is a good idea to find out how others in your field are handling situations and problems similar to yours. Here is an opportunity to check up on yourself and your school. How do your own objectives, procedures, and standards of achievement in typewriting and shorthand classes compare with those found to be most general in the state of Washington?

Below are some of the results of a questionnaire sent out in January, 1937, by Miss Anne M. Corcoran, instructor in commercial education, the State College of Washington, Pullman, and president of the Inland Empire Commercial Teachers Association, to the commercial teachers of that state to find out current practices.

The majority agree upon the advisability of a one-year course in typewriting to be given in the tenth or eleventh year, to be the same for both commercial students who plan to use typewriting as a means to getting a position and academic students who take it for personal use. Over two-thirds of those replying begin shorthand and typewriting simultaneously, and give credit for Typewriting II, even though only one year of shorthand is taken. The most popular time allotment is a 60-minute period, with no outside practice required. About one-fourth of the teachers are in charge of other classes at the same time as their typewriting classes meet.

In almost every case, teachers use the "net" speed in grading and agree that 20-25 words a minute is reasonable for Typing I and 30-35 words a minute for Typing II. Most teach-

ers indicate that students' failures are not due to inability to reach the set minimum stroking rate, but to inaccuracy—making one error a minute. It seems to be the generally accepted practice to reduce speed rates because of errors and to use the 50-stroke (10-word) penalty.

About one-quarter of the schools report that their students do compete for the *Gregg Writer* awards, and about one-half that their teachers use the Gregg Transcription Tests for dictation.

Opinion on the acceptable length of the shorthand course is almost equally divided between one and two years. Most teachers require students to repeat Shorthand I if they receive a grade below "C" and wish to continue with Shorthand II. Little is done to select students who enroll for shorthand and there is little attempt to limit enrollment in shorthand on the basis of employment opportunities in the communities.

Only a small percentage of the teachers hold to the 90 per cent accuracy requirement. It seems to be evident that there is little known or done about shorthand reading rates. The minimum dictation rate required for Shorthand I is 40-60 words a minute; for Shorthand II, 60-80 words a minute. The transcription rate set is in general 20-30 words a minute in Shorthand I and 30-40 words a minute in Shorthand II.

Of 135 schools reporting, 90 use the Manual method and 23 the Leslie Functional Method, in whole or in part. Only half the schools require fountain pens for shorthand. About half take care of the transcriptions during shorthand class.

The majority of the teachers who reported have had actual business experience and think it should be required.—M. E. G.

The Accountant Looks at

WILLIAM J. PIEPENBRINK

Certified Public Accountant

THE course in commercial instruction in the high schools covers a great deal of ground. It would require much time to discuss it fully from all angles. It is, of course, not our purpose to go into an exhaustive discussion of this subject today. I will endeavor to take up the subject only in a general way, hoping that the few thoughts that I have, and possibly a discussion afterwards, will be helpful.

General Lack of Bookkeeping Knowledge

From the standpoint of experience in my chosen profession, it is very apparent that Americans generally lack business knowledge as developed by the study of bookkeeping and accounting. Even experienced business men often depend entirely on others for the simplest of accounting matters.

I am not in any sense advocating that a thorough knowledge of accounting should be imparted in high schools, nor do I believe that competent bookkeepers or qualified accountants can be turned out by means of a high school course. I do think, however, that a thorough knowledge of the fundamentals of bookkeeping and business generally can and should be a part of the high school course. Without an examination of the courses of study and without knowledge of the length of time that the average student who takes the commercial course spends on that work, I cannot help thinking that more instruction in these subjects is necessary. This again is the result of contacts with business men, young and old, and because it is apparent that even the simplest of the underlying principles are not generally known.

I am not advocating that the high school should take the place of the business college nor the elementary courses in the universities. There is a place for all these institutions.

It seems to me there are two phases to be considered in the discussion of this subject. There is first the student who desires to fit himself to become a bookkeeper or an accountant and second, and probably of equal importance, is the student who desires to have a fundamental and basic knowledge of bookkeeping and the ordinary principles that underlie everyday business.

From the standpoint of the student who desires to follow bookkeeping and accounting, there cannot, of course, be much argument. He should take the commercial course and thus get a good start on the highway that leads to success in his chosen profession. If the student has any tendency toward work of this kind, this course will prove very fascinating to him. Young folks generally like to play at being in business, or, more properly, they like to transact business of some nature or other.

Underlying Principles Not Understood

The difficulty experienced by many bookkeepers is that they do not understand the underlying principles. Boys go into businesses as office boys or clerks and from observation pick up various phases of bookkeeping, and eventually become bookkeepers themselves. Except in rare cases, these men never understand what bookkeeping is all about. They make entries mechanically because they have been told to do so, but if something unusual comes along, they are unable to take care of it.

I have under observation a young man who graduated from an eastern high school, took two years in a very fine university, and then found it necessary to go to work. The only job he could get was driving a delivery truck for a grocery firm. Eventually he came to Portland and I placed him in a clerk's job with a life insurance company. He has some wonderful qualities in that he is intensely interested in everything he does, is ambitious and hardworking. When he got the picture of the internal workings of an office, even one so far afield from a bookkeeping system as that found in a branch life in-

High School Bookkeeping

insurance office, he became very eager to know more about business and how it is conducted.

Immediately he enrolled in a university extension course and then had to get a better paying job so that he could go to night school. He deplores the fact that he could not take a position in the accounting department because he has none of the necessary knowledge, except what has been acquired in the short time he has been working. It is but another example of the handicaps placed upon our youth when they get into business if they do not have a fundamental knowledge of business.

I have heard some objection to teaching the old-fashioned principles of bookkeeping because of the growing use of bookkeeping machines, posting machines, check writers, and cash registers that do some of the bookkeeping. I am highly in favor of the use of mechanical devices for simplifying and improving accounting and bookkeeping service. Here again, however, the operator of these machines, or the person who uses them in his business, is particularly handicapped if he does not understand the underlying principles of bookkeeping. It is highly important that the principles of bookkeeping be inculcated in the mind of the future bookkeeping-machine operator. After all, the machine is only a means of carrying out certain principles, and if these are not understood, it is extremely difficult to get real service out of the machines.

An Interesting Illustration

Some years ago the local manager of a mechanical machine company came to me for help in a very difficult situation. He had sold a machine to a corporation as the result of the usual sales-promotion effort, and neither the bookkeeper nor the manager of the business fully understood bookkeeping principles. The business was highly complicated, and, at the time the machine was installed, a very unusual situation had arisen. The result was that no one who had any connection with the transaction could tell what should be done. At my suggestion,

an accountant was assigned to the work, and order was soon restored. It was but another illustration—and I have seen a good many similar cases—of the use of a machine without the proper perspective of what the machine can accomplish. Despite the growing use of machines, the knowledge of simple bookkeeping facts should be studied. I might almost say that it becomes more necessary to have these facts in view of the tendency to use these time-saving and headache-saving machines.

All Should Have General Knowledge

Naturally, all this leads to the inference that most men and women are engaged in activities in which accounting and bookkeeping knowledge is necessary. This, of course, is not the case, but it leads directly to the second phase of this subject. I refer to the general knowledge that everyone, in my opinion, should have. It is possible that in approaching the subject from this angle it may be necessary to go over the course of instruction and change it in some particulars. I am not able to judge of that because of unfamiliarity, except in a general way, with what is being taught. I will mention one or two ideas that I have in mind, and you who have these matters under your care and work at them every day will be better able to tell if and how they should be worked in.

Only recently, a man who was about to pass away paid his bills with personal checks. He knew that the checks could not reach his creditors before his death, and yet he apparently did not know that personal checks cannot be honored by the banks after the death of the maker. This man was experienced in business generally and accepted as a business leader. The strange

► *About William Piepenbrink:* A practicing public accountant in Oregon over 20 years; received C.P.A. degree from Wisconsin. Specializes in business analysis and Federal and state taxation. Member, American Institute of Accountants, National Association of Cost Accountants.

part of this story is that several of those who received the checks, as well as others who discussed this peculiar case with me, did not know of this simple law of business.

There are other features about banking that one should know, and yet it is surprising how few people are properly informed. I do not refer to complicated technical regulations but to such simple rules as the one mentioned.

Another error that often causes a great deal of trouble is the tendency to hold checks before depositing or cashing. There is an extreme case on record in the courts here in Portland in which a check was deposited the day after receipt. The bank upon which the check was drawn failed, and the maker of the check was able to show that if the check had been deposited on the day of its receipt it would have been paid. The negligent corporation holding the check was thus forced to suffer a loss because the check was not deposited at once. The courts usually give more leeway; nevertheless, very few people understand that a check should be collected at the earliest possible moment in order to save loss to the recipient.

Nowadays, of course, everyone should have some knowledge of income taxes. With the state exemptions for single persons only \$800, and for married persons \$1,500, so many people are brought under the requirements of the act that it is highly necessary that people generally be informed. Day after day there are brought to my attention cases of taxpayers who are subject to penalties because of lack of knowledge of income taxes generally. Some instruction should be incorporated in the commercial course in the high schools, I believe.

Accounts—the Pulse of Business

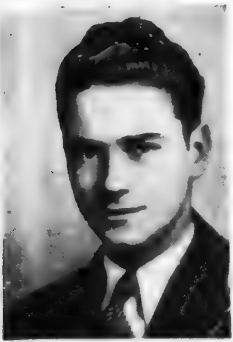
Business men are often at the mercy of bookkeepers because they have not studied the underlying principles of bookkeeping, and these are somewhat synonymous with business in general. All business needs a duly recorded history of its daily transactions, and therefore business and the often despised bookkeeping are so closely interwoven that success is won or lost by reason of proper knowledge or the lack of it.

There is a much wider application that can be made of this general subject. For many years, and more especially lately, business generally has been attacked by politicians because of alleged irregular practices or, in some instances, crookedness. I am not in any sense defending those few business men who are guilty of irregular or dishonest dealings, but I am concerned with the imputation of improper motives to ordinary and necessary business transactions. There again a proper understanding of how business is conducted would do away with much injustice. The public generally would not get excited over some of the accusations made by politicians about business. They would realize the general desire of most business men to deal honestly and fairly with their employees, their customers, and the government.

Business As a Career

Another far-reaching effect of the teaching of commercial subjects in high schools would be that young men and women become more interested in business and more anxious to follow up business as a career or start small operations of their own, rather than to remain idle and oftentimes get into trouble. The Junior Achievement Movement in the East is a frank recognition of this problem. Corporations have been formed and are operated entirely by young people with the distinct purpose of educating them in the ways of business. They actually carry on manufacturing, merchandising, and various other lines of endeavor. The effect has been very far reaching. The young people have interests, are able to earn a little money and, above all, get an accurate knowledge of business that becomes invaluable to them later on, whether they actually work along those lines or not. The experience of the men who brought out this Junior Achievement Movement emphasizes the general lack of commercial knowledge among our young folks today. By all means, continue and amplify the commercial course in high schools.

• PROFESSOR STANLEY PUGH, East Texas S. T. C., tells us that a thesis entitled "Requirements for Degrees in Collegiate Schools of Business, 1936" may be obtained, according to the inter-library loan rules, from Southern Methodist University, Dallas.



A Term Project In Salesmanship

ALFRED
E.
BRAY

The student chooses some article or service based upon these considerations:

1. Present interest in the article or service.
2. Present knowledge of the article or service.
3. Opportunity to obtain the information needed to sell the article or service.
4. Possibility of bringing the article or service into the classroom for demonstration.
5. Possibility of inspecting the article or service to obtain information about it or to practice its uses.

Experience and research have shown that the quantity and quality of printed material offered by firms vary. Three methods of obtaining such material are suggested and explained.

The first method is for the teacher. Included in this article is a list of firms to whom the teacher may write asking for certain types of information. These firms will cooperate, within reason, in carrying out the project. Many may be added to this list.

Much material can also be obtained by visiting the firms. This method offers an excellent opportunity for obtaining visual aids either for presenting subject matter or for bulletin-board or other displays. Such contacts made by the teacher will prove valuable in obtaining speakers and also in learning of motion pictures used by the firms. Many firms are willing to show their films to the salesmanship classes and lead the group in a discussion of any phase of salesmanship shown in the film.

A second method that may be used in obtaining information for the project is to have the student perform the activity. This method may be used when the article or service is

Applying Selling Principles

This activity offers an opportunity for the student to apply all the selling principles, especially that of persuasion, in as typical a selling situation as can be provided within the classroom. The process involves the following:

1. Preselling preparation similar to that required by sales organizations.
2. Selling activities as they are provided in the sales talk.
3. Placing the salesman in the position of a buyer.
4. Originality stressed in the preparation of the sales manual.
5. Practice in one type of selling.
6. Development of poise, confidence, etc., in contacts with others.
7. Necessity for research, which is of value to anyone about to enter the business world.

► **About Alfred Bray:** Teaches at Irvington (N. J.) High School. B.S. in Education from State Teachers College, Indiana, Pa. Chief professional interests: consumer education in the high school and commercial education for the less gifted pupil. Co-author of a teacher's manual for a textbook on salesmanship; contributor to the BEW; member of Gamma Rho Tau and Pi Omega Pi, commercial honorary fraternities.

produced locally. The student visits the firm and obtains the necessary information. If handled correctly, these visits also result in better relations between the school and industry and possible employment for the student. The number of occasions when firms have followed up and employed students engaged in a project of this kind is surprising.

The third method is to have the student write a letter to the firm asking for the information desired. The teacher may suggest the type of letter and its contents. However, many firms do not have the necessary information in a form convenient for mailing. In some firms, the main office contacts the local office and a conference is arranged, at which time the information is given to the student.

Sources of Information

1. Magazines.

a. Almost every issue of *Fortune* contains a detailed story of a well-known firm. (A sample listing is included at the end of this article.)

b. Advertising and selling magazines, such as *Printer's Ink* and *Advertising and Selling*, frequently include articles written by members of well-known firms on selling and advertising.

2. *Books.* Books describing their products have been published by many firms. Frequently encyclopedias, *Who's Who*, etc., include information regarding individuals in the firm, products, processes of manufacture, and other sales helps.

3. *Dealers and Salesmen.* The student may arrange with the dealer or merchant to contact the salesman. In this way, he obtains information that the firm would not supply him otherwise.

4. *Advertisements.* The value of this source depends upon how much information may be obtained from the advertisement. It should not be neglected.

Activities

With the aims and sources of information in mind, the student takes part in three activities:

1. Preparing a sales manual.
2. Acting as a salesman.
3. Acting as a prospect for a student salesman.

Preparing the Sales Manual

The following information should be given to the student as a guide, preferably in mimeographed form, and should be used by the teacher in grading the completed sales manual:

1. *Cover.* Originality; neatness.
2. *Table of Contents.* Title; sections; topics; page numbers.
3. *History of Firm.* Beginning; progress; present status; history of proposition.
4. *Manufacturing Process.* Narrative and illustrative data from raw material to finished product. (If not manufactured in true sense, story and illustrations of preparation of the proposition for sale.)
5. *Advertising Policy.* Narrative; cut-outs of advertisements from magazines and newspapers; radio advertising, in which the following are included: local outlets, type of program, day or days of week, length of time, performers, etc. (If product is not advertised locally or nationally, give reasons why.)
6. *Salesman's Helps.* Samples; pamphlets; photographs; sales statistics; booklets.
7. *Distribution Policy.* Manufacturing centers; methods of delivery to local territory; miscellaneous distribution information as to speed and costs; charts showing channels of trade.
8. *Selling Arguments.* Appeals used to secure sales; discussion or proofs to back up each one of the appeals.
9. *Objections and Answers.* Mental and physical objections offered by prospects; answers to these objections given by salesmen.
10. *Salesman's Clerical Work.* Order blank; daily or weekly report forms; bills; invoices; calling cards; finance forms; credit applications.
11. *Optional Topics.* The following topics carry extra credit if the previous information has been completed satisfactorily:
 - a. Financial Statement. Balance sheet, etc.
 - b. Administrative Set-up. Executives of the firm.
 - c. Uses of Article. Primary and secondary. (Illustration: food—giving recipes.)
 - d. Testimonials. Letters, advertisements, consumer organizations.
 - e. Research. Laboratories conducted by firm—purposes, functions.
 - f. Statistics. Sales and advertising expenditure breakdown.
 - g. Price List. List prices, discounts.
 - h. Requirements for Selling Positions.
 - i. Demonstration Procedure. Outline by steps.
 - j. Adjustment. Claim policies.
 - k. Procedure Used in Training Salesmen.

Mechanical Details

Following are suggestions concerning mechanical details in the preparation of a sales manual:

1. The material is to be arranged in the preceding order. Make certain it follows that arrangement before binding.
2. The material must be the result of the individual's own efforts. Printed literature of the firm will not be acceptable in Sections 3, 4, 7, 8, 9. Sections 5, 8, and 9 can be developed by the student without

literature from the firm. This is mentioned in connection with the types of information that the teacher or student may request when they write to the firm.

3. Neatness of work will be considered (handwriting or typewriting), appearance, set-up, etc., of the contents.

4. Illustrations add to the interest and attractiveness of the manual.

5. If work is typewritten, 8½- by 11-inch sheets of white paper should be used. If in longhand, lined

paper of uniform size and quality should be used. Ink, either blue or black, is required in hand-written work. Only one side of the paper should be used. The best procedure is for the teacher to supply the paper.

6. If typewritten, the writing should be double spaced. The margins will be determined by the type of binder used. Particular attention should be paid to margins on both hand-written and typewritten sheets.

7. All illustrations must be neatly cut and

SOURCES OF INFORMATION

Firm and Address	Product	History of Firm	Manufacturing Process	Advertising Data	Marketing Data	Sales Manual	Salesman's Reports	House or Sales Organs	Miscellaneous Helps
Crane Co., 836 S. Michigan Ave., Chicago	Plumbing products	x	x	x	x	..	x	x	x
Fuller Brush Co. (local sales office).....	Brushes—all types	x	x	x	x	x	x	x	x
The Goodyear Tire & Rubber Co. Akron, Ohio.....	Rubber products	x	x	x	x	x	..	..	x
The Parker Pen Co. Janesville, Wis.....	Fountain pens	x	x	x	x	..	x	x	x
Steinway & Sons 109 W. 57 St., New York.....	Pianos	x	x	..	..	..	..	..	x
L. E. Waterman Co. 191 Broadway, New York.....	Fountain pens	x	x	..	x	x	x	..	x
P. C. Kohler Swiss Chocolate Co. 60 Hudson St., New York.....	Chocolate and cocoa (exhibit box— 1 to school)	x	x	..	x	..	..	..	..
Beech-Nut Packing Co. Canajoharie, N. Y.....	Food products	x	x	..	x	..	..	..	..
Campbell Soup Co. Camden, N. J.....	Soups	..	x	..	x	..	..	..	..
Real Silk Hosiery Mills (local sales office).....	Silk wearing apparel	x	x	..	x	x	x	x	x
Bigelow-Sanford Carpet Co. 140 Madison Ave., N. Y.....	Rugs, carpeting	..	x	x	x	x	..	..	x
Armour and Co. (Department of Personnel) Union Stock Yards, Chicago...	Meat products	x	x	x	x	x	x	x	x
Norge Div., Borge-Warner Corp. (from local distributors).....	Refrigerators	x	x	x	x	x	x	..	x
Aluminum Co. of America New Kensington, Pa.....	Aluminum utensils	..	..	..	..	x	..	..	x
Chrysler Sales Div., Chrysler Corp. Detroit, Mich.....	Automobiles	x	x	x	x	x	x	..	x
Fels & Co. 73d & Woodland Ave., Philadelphia, Pa.....	Soap products	x	x	x	x	..	x	..	x
Singer Sewing Machine Co. Singer Bldg., New York.....	Sewing Machines	x	x	..	..	..	..	..	x
Underwood Elliott Fisher Co. 1 Park Ave., New York.....	Typewriters	x	..	..	..	x	x	x	x
General Foods Sales Corp. 250 Park Ave., New York.....	Food products	x	x	x	x	..	x	..	x

mounted. Two methods of mounting are suggested:

a. Rubber cement—best pasting material for pictures, diagrams, charts, etc.

b. Art mountings—they are inexpensive and add to the appearance.

8. Hand-printed titles are more attractive in this type of work and show originality.

9. Watch for a proportional set-up of written material on pages combined with illustrations.

10. The binder or cover adds a great deal to written projects. The student should be encouraged to use his ingenuity in selecting the material. (The teacher may supply cardboard covers.) The set-up for the cover is as follows:

NAME OF ARTICLE	
Name of Manufacturing Firm	
Address of Firm	
Trade Mark, Slogan, or Original Identity Symbol	
Student's Name	Name of Course
Section Number	Teacher's Name

11. The completed project should be so arranged that anyone can find the desired material without hesitation. Self-made tabs are acceptable if they do not extend more than $\frac{1}{2}$ inch beyond the edges of the pages. Celluloid, fabric, or cardboard tabs may be obtained from a stationery store. Use one tab for each section from Nos. 3 to 10 of the check list. Print or type the title of the section on the tab and place in step formation in the written material so that each one may be seen easily.

12. If a large stapling machine is used in binding the sheets, arrange to have a trained student staple all the material at least one day before the sales talks are scheduled. The manual may have a spiral binding if desired.

References in "Fortune"

The following list is included to show how *Fortune* magazine may be used in this project. It includes only those firms given in 1936 and January and February, 1937; the previous years also contain many well-known firms. Each article gives the history of the firm, the manufacture of its major product, and miscellaneous details that are of value.

1936—February	U. S. Gypsum
March	Philip Morris
	U. S. Steel (also April, May, June)
April	Colgate, Palmolive Peet
May	Schenley
	Owens-Illinois

EDITOR'S NOTE—Next month, Mr. Bray will outline the preliminary steps in preparing the sales talk that the student is to give when his sales manual is completed.

June	Crane
July	Yellow Truck and Coach
August	National Biscuit Deere Plow
October	Electric Auto-Lite
November	Beech-Nut Tires
December	Lucky Strike
1937—January	Packard Simmons
February	E. G. Budd Cluett, Peabody

Catholic Schools Typing Contests

THE element of strangeness in interschool commercial contests, always disturbing to contestants, is eliminated in the contests held annually by the National Catholic High School Typists Association. Both the Every-Pupil Contest, held in March, and the Individual-Pupil Contest, in April, are held in the respective typing rooms of each participating school. The students thus take the test in ideal home-room surroundings. The contests are conducted by a commercial teacher not affiliated with the participating school, assisted by two other disinterested persons.

Each of the contests is open to novice (first-year) typists and amateur (second-year) typists. Every pupil in one or both divisions takes part in the Every-Pupil Contest. In the Individual-Pupil Contest, not more than five nor less than three contestants from one school in either or both divisions may enter.

Detailed information about the next contests may be obtained from the Association's headquarters at St. Joseph's College and Military Academy, Hays, Kansas. The organization is officially approved by Bishop Francis J. Tief, bishop of the Concordia Diocese. The officers are:

Honorary President, Rev. Alfred Carney, O. M. Cap., president of St. Joseph's College; *President*, Lt. Col. George Gatschet, St. Joseph's College; *Vice President*, Father Matthew Pekari, O.M.Cap., St. Joseph's College; *Secretary*, Sister M. Lucida, C.S.A., Girls' Catholic High School, Hays, Kansas; *Treasurer*, Sister M. Bernita, S.S.J., St. Mary's High School, Gorham, Kansas.

English Power

In Transcription



E. LILLIAN
HUTCHINSON

NOW let us pass on to the second and third great classes of troubles in transcribing—vocabulary and spelling difficulties. These are so closely linked that we should discuss them together.

Now I feel as much sympathy for students who are struggling with these bugaboos as for those who struggle with the mazes of English grammar. Really, the odds are tremendous.

First of all, the two media that the stenographer is using in transcribing—shorthand and typing—are of no help to her in learning to spell correctly or to use correct words. Shorthand is a phonetic device, and English is anything but phonetic. In fact, it is the most “cock-eyed” language in the world when it comes to spelling. Some authority has said that there are ten possible spellings for every orthographic sound in English. (Don’t ask me what they are!) While a transcriber would seldom, for example, type *knowledge* with a beginning *no*, yet, she understandably may be confused about the spelling of the termination, which in *knowledge* is written *ledge*, but in *privilege* is *lege*.

And neither is her shorthand going to help her in trying to remember the differences between homonyms—those words that are pronounced exactly alike but spelled differently. If a dictator dictates, “We regret that our shipping department got your instructions balled up,” and the stenographer types *bald* or *bawled* instead of *balled*, it is not because her shorthand is inadequate, but her background.

Then sometimes shorthand outlines resemble one another closely, and the words they represent can be substituted one for the other and the sentence make superficial sense.

Only just the other day I received a letter from a college professor in which this sentence occurred: “I am glad the heading and the styling of the manuscript are progressing.” The phrase should have been “the editing and the styling.”

The typewriter proves a traitor also. The motor reactions—the kinesthetic movements—sometimes get off their trolleys and are translated into wrong fingerings—an *i* for an *e*, a *g* for an *h*, an *n* for an *m*, often getting mixed. Then also there are habit-forming reactions to similar word patterns. Especially words ending in *in*, like *begin*, are very frequently automatically terminated with a wrong *g*, just because there are so many *ing*-ending words.

Especially the Spelling

Now spelling is not so much a matter of intelligence, of industry, or of logic, as it is of care and visual memory. Take the case of the professional proofreader. Her eye knows that a word is wrong because it *looks wrong*. The correct forms have registered an indelible image, the reaction of which is largely subconscious in the detection of errors. Probably most of your students are not yet experienced enough to have built up a large reserve in the unconscious. It is your duty to help them do so and to keep everlastingly harping on the necessity of consulting the dictionary.

But there are wrong ways and right ways to consult the dictionary. A student may consult it too hastily—her quick glance interprets itself into the word with which she is already familiar. Suppose, for example, the dictator has used the word *ordnance*, meaning military supplies. The stenographer is familiar with *ordinance*, but when she comes to transcribe the sentence she realizes *ordnance* does not make sense. She goes

to the dictionary, however, finds the word with which she is familiar, and jumps to the conclusion that it must be the word that was intended. Thus, to hazy and confused hearing she has added hazy seeing.

At the other extreme there is the student who putters about in looking up words, losing much valuable time by desultory reference and by reading things of no immediate concern. Students should be encouraged to consult the dictionary rapidly and in a workmanlike manner.

It is also essential that stenographers learn to spell by syllables because of their bearing on the correct division of words. Have you ever listened to the spelling bees over the radio? You can tell by the hesitation that precedes the misspelling that the confused mental picture the speller has of the word is often due to the fact that he does not see it as composed of syllables.

In drilling on troublesome words like *separate*, for example, try to magnify the troublesome element by writing it in capitals. In this case, write a capital *A* for the often incorrect middle letter.

And, of Course, Punctuation

Now we come to punctuation, which, broadly, also includes capitalization, abbreviation, and the use of figures. Do you feel as the late Barrett Wendell of Harvard University felt, that "I have never yet come across a book on the subject which did not leave me more puzzled than it found me"?

There is just one basic reason for punctuation—to make the meaning of the sentence unmistakably clear. Therefore, in business letters, proper punctuation is most important. It must take the place of the voice inflections that would be present in a face-to-face conversation. In legal matter, correct punctuation is vital, for upon the position of a comma may hang the fate of a contract.

Stenographers often say to me, "In our school, we were taught to use as little punctuation as possible," not realizing that there's a right and a wrong way to use even light punctuation.

Before we talk any more about punctuation, we must settle once and for all a question someone will raise if I do not—the

matter of open versus close punctuation—notice, the word is *close*, not *closed*.

Open punctuation is really the absence of punctuation. It is suited only to the simple, direct forms of writing, such as plain narrative. If carried to extremes, it results in ambiguity and an appearance of slovenliness. The regular or close style should be used in all dignified correspondence, formal documents, and legal papers. It is always clear and businesslike.

Probably most errors in punctuation may be explained by the fact that the stenographer is not conscious of the punctuation of the matter while it is being dictated. She may even omit closing periods. Then when she comes to transcribe, she is utterly at sea, often running sentences together with ludicrous and irritating results.

Suppose the dictator said: "We await further instructions before filling your order. We are eager to serve you." If the stenographer omits the mark for the period after *order*, she may write, "We await further instructions. Before filling your order, we are eager to serve you."

A large share of the errors of punctuation, however, are caused by a lack of understanding of how punctuation is used to make grammatical constructions clear, and the result is the salt-shaker method—sprinkling commas and other marks in as whimsy dictates.

In no instance is the lack of understanding of the relationship of punctuation to sentence structure more apparent than in the misuse of the comma with restrictive and non-restrictive clauses and phrases. Most students just do *not* sense the distinction between these types of clauses. The teacher must seize the opportunity to drill on this rule whenever the occasion arises. For example,

Write such a sentence as, "We telegraphed direct to our factory which is in Fall River," on the board and ask students to explain how the sentence means one thing with the comma inserted and another with it omitted.¹

¹See "Case Studies in Business English," by the author, in the *BUSINESS EDUCATION WORLD* for October, November, and December, 1936, for further suggestions for presenting the subject of restrictive and non-restrictive clauses.

Whenever you are in doubt about rules of punctuation, it is best to consult one of the excellent printing-office style books, such as that published by the University of Chicago Press. Because of the detailed rules that such manuals include, they are extremely useful for reference purposes.

Six Concrete Recommendations:

To "point up" this somewhat bird's-eye view of this discussion, let us list six concrete suggestions for dealing with transcription difficulties.

1. Urge on your board of education the necessity for adequate reference books for your transcription classroom. The following are strongly recommended:

- An unabridged dictionary
- At least one complete grammar
- A secretarial handbook
- A book of synonyms
- A thesaurus
- Style manuals of the leading printing offices
- A book of quotations
- A book of classical and literary allusions

It is most important that the student shall be able to straighten out English puzzles on the spot. He will lose much of his interest and incentive in his search for information if he is obliged to go to the school library or to the public library for what he wants. Boards of education should be made to appreciate that not all the appropriations for the purchase of English books should be spent for classics, desirable though they be.

An unabridged dictionary is the prime requisite—not the small desk-sized book that the stenographer will later buy for her own desk. Many an interesting adventure in the origin of words and phrases may be planned if an unabridged dictionary is at hand.

Books of synonyms and a thesaurus are invaluable in helping build a vocabulary.

You will notice the list includes a *complete* grammar—one that covers the subject more thoroughly than the usual brief texts used by the students in their own work. Unless this reference grammar covers the subject thoroughly, you may be sure that the *one* topic that you may wish elucidated will be the very topic that is not included.

2. Keep individual student analysis sheets of the types of errors made in English, spelling, and punctuation. Use the data as the basis for remedial instruction. This recommendation may seem rather far fetched to you, but it is a most practical means for discovering that Mary Jones needs special instruction on such and such a point and of finding out whether or not she is improving on that point.

3. Encourage students to keep individual notebooks in which to record spellings that trouble them, words that they confuse, etc. Your general experience will suggest means and methods of having these notebooks kept.

4. Request students to bring actual letters to class for dictation and transcription—letters received by their families, letters reproduced in advertisements, etc.

5. Encourage students to collect errors in English, spelling, use of words that they notice in street signs, store windows, car cards, or general reading matter.

Suggestions 4 and 5 may be used to encourage the most useful spirit of rivalry in collecting material to be brought to the classroom. You may even make such searches the basis of a contest. If you do not believe that there are plenty of errors in English in public printing, keep your own eyes open for a while and see what you discover. Within a few days I saw a card in a store window advertising some special "china wear"; a delivery wagon bearing the sign "Mens' and Boy's Outfitters"; a sign, "For sale: Dunk and Fife Table and 6 Chairs."

6. Plan reading courses to improve English weaknesses of individual students. This recommendation will test the teacher's own acquaintance with the best sources of general and special readings.

Of such material is English power in transcription built. More *power* to you in your tantalizing, yet fascinating, task!

• WILLIAM McANDREW, veteran educator, who passed away on June 29 at the age of seventy-three, was a sincere believer in solid instruction in the fundamental subjects, including handwriting. He once said of the professionally trained teacher that "she leads her children to the power to write so legibly and beautifully that it is taking the high schools and colleges longer and longer to destroy the habit."



Hossfield Wins

GEORGE L. HOSSFELD (left) won the World's Professional Typewriting Championship, staged August 28 in the Coliseum of the Canadian National Exhibition, Toronto. This is his tenth championship.

The first-prize winners in the several events are shown in the group photograph below. Left to right, they are: George L. Hossfield, Grace Phelan, Gladys Mandley, F. J. Pribble (contest manager), Margaret Faulkner, Gwyneth Belyea, Gustave Stove.

OFFICIAL REPORT OF INTERNATIONAL TYPEWRITING CONTESTS

WORLD'S PROFESSIONAL TYPEWRITING CHAMPIONSHIP (1-Hour Test)

<i>Contestant</i>	<i>City and State</i>	<i>Gross Strokes</i>	<i>Gross Words</i>	<i>Errors</i>	<i>Net Words a Minute</i>
George L. Hossfield.....	W. Englewood, N. J.....	43,282	8,656	31	139
Cortez W. Peters.....	Washington, D. C.....	43,903	8,781	61	136
Barney Stapert.....	Hawthorne, N. J.....	42,773	8,555	41	136

WORLD'S AMATEUR TYPEWRITING CHAMPIONSHIP (½-Hour Test)

Grace Phelan.....	Etna, Pa.....	19,783	3,957	9	129
Gladys Mandley.....	Toronto, Ont.....	18,443	3,689	31	113
Irene Martin.....	Oklahoma City, Okla.....	17,210	3,442	49	98

CANADIAN PROFESSIONAL TYPEWRITING CHAMPIONSHIP (½-Hour Test)

Gladys Mandley.....	Toronto, Ont.....	18,443	3,689	31	113
Ubaldo Lamontagne.....	Quebec City, Que.....	18,385	3,677	34	111
Vimy Carmichael.....	Toronto, Ont.....	14,820	2,964	34	87

CANADIAN AMATEUR TYPEWRITING CHAMPIONSHIP (½-Hour Test)

Margaret Faulkner.....	Toronto, Ont.....	18,823	3,765	22	118
W. Grant Stickle.....	Toronto, Ont.....	17,902	3,580	16	114
Joan Woodley.....	Regina, Sask.....	17,930	3,586	23	112

CANADIAN SCHOOL TYPEWRITING CHAMPIONSHIP (15-Minute Test)

Gwyneth Belyea.....	Winnipeg, Man.....	7,813	1,563	18	92
William Imerson.....	Brockville, Ont.....	6,492	1,298	9	81
Mildred E. Morton.....	Hamilton, Ont.....	7,251	1,450	28	78

CANADIAN SCHOOL NOVICE TYPEWRITING CHAMPIONSHIP (15-Minute Test)

Gustave Stove.....	Winnipeg, Man.....	7,065	1,413	27	76
Leone Grant.....	Regina, Sask.....	7,137	1,427	30	75
Catherine Mulville.....	Kingston, Ont.....	5,441	1,088	4	70





Guiding The Commercial Student

CURTIS
GENTRY

IF BUSINESS firms selected their employees as carelessly as we permit students to enter the commercial departments of our high schools, those firms would fail in a very short time. Vocational guidance in commercial education is one of the essentials required to maintain the professional standing of the commercial teacher.

Business will not long tolerate the apparently indifferent manner in which commercial departments are turning out graduates of varying degrees of ability and efficiency. When a reputable automobile manufacturer produces a car, that car carries a stamp guaranteeing a certain standard. The same should be true of commercial departments. The commercial world is entitled to guaranteed quality in its recruits from the public and private institutions that prepare young people for business.

"If anything is fundamental in commercial education," says Dr. Frederick Nichols of Harvard, "it is vocational guidance before, during, and after business training. Without such guidance the best methods of teaching, administration, and research may be futile to a large extent."¹

Commercial teachers should understand that vocational guidance is simply guidance of the sort that is based upon common-sense principles of human behavior and adjustment, known, to some extent, since the days of Plato. It is the art of assisting students in a personal analysis of their vocational aptitudes and in the techniques of adjusting themselves to the requirements of economic life.

Many a student is graduated from a commercial school who should never have been admitted to such a school. It is impossible for such unfortunate persons to adjust themselves to the requirements of economic life. Their education has confused them instead of helping them. Frequently they have to turn back and, after a thorough personal analysis, begin all over again in some other line of training.

It has been said authoritatively that commercial departments now have a most heterogeneous assortment of pupils and that poor material is shunted into commercial departments "more or less indiscriminately." In a certain city the increase in the commercial enrollment was greatly out of proportion to the increase in the high school's enrollment generally, despite the fact that stenography was at the top of the ten occupations that outranked all others in that city's unemployment. This is just one example of the need for guidance.

There is never, in good times, an oversupply of good stenographers, secretaries, and bookkeepers for the simple reason that so few pupils are capable of proficiency in these occupations. What is to happen to the mediocre commercial students? There are sometimes places for them, and, during peak periods of prosperity, even a demand for almost anyone who can do office work. It is the task of the commercial teacher to study these occupational trends in order to give advice to pupils who wish to enter the commercial department. Where there is a direc-

► *About Curtis Gentry:* Director of Vocational Guidance and Placement, Knoxville, Tennessee. B.A., University of Tennessee; M.A., New York University. Author of Character Books for intermediate grades, also vocational guidance inventory tests; contributor to *Ladies' Home Journal*. Formerly superintendent of schools, Clinton and Lenoir, Tennessee; later social science head, Colby Academy, Brooklyn, N. Y.

¹*Occupations: The Vocational Guidance Magazine*, December, 1934.

tor of vocational guidance in the school system, this information is supplied by him, but there are still very few school systems that have well-organized departments of vocational guidance.

What is the attitude of business toward vocational guidance in general? It is very favorable. Big business is far ahead of the schools in the matter of research. In July, 1935, a city-wide vocational guidance program was inaugurated in the schools of Knoxville, Tennessee, and within a few months the director of the department had been called upon to describe this program before more than fifty civic, professional, and other groups in the city. Fifty-six newspaper articles concerning vocational guidance appeared in local newspapers the first year.

Reflects Attitude of Business

The enthusiastic reception of this program is evidence of the favorable attitude of business toward research and guidance as reflected in a survey made a few years ago by the personal director of the New York Stock Exchange. The results of this survey showed that business was quicker to grasp the practical value of vocational guidance than were school teachers.

Schools must keep in close touch with business. To this end, the Department of Vocational Guidance in Knoxville has organized a placement advisory council, composed of ten business leaders, mostly personnel directors, a member of the local board of education, and Dean Fred C. Smith of the University of Tennessee, editor of *Occupations*. The purpose of this organization is to keep the schools informed of the changing needs of business, of the shortcomings of high school graduates, and of other matters of mutual interest and helpfulness.

Placement advisory councils, occupational and industrial surveys, and aptitude tests, as instruments to keep the schools adjusted to the needs of business, will do a great deal toward creating the proper attitude of business toward schools. Many other benefits to the schools will probably follow the above activities.

What demands of business are of special

interest to the commercial teacher? First, let us see what business is requiring in the way of efficiency. L. J. O'Rourke, director of research in personnel administration, United States Civil Service Commission, reports the results of a wide survey that compares the standards set by business with those of commercial schools. In this survey, the same tests were given both to high school students and to employees in some of the largest business enterprises of the country. In general, the conclusions are as follows: (1) Business is satisfied with the speed of the commercial students in shorthand. (2) Business is very much dissatisfied with the attainment of the commercial graduates in English usage.

A survey made of 150 business firms of Knoxville, Tennessee, that employ commercial students reveals the following minimum educational requirements of the various firms for commercial graduates employed by them: 5% of the firms require at least a junior high school education; 56% require a high school education; 8.2% require business college training; 18.7% require a high school plus business college education; 8.4% require college or university training; and 3.7% require college education plus business college training. Thus, 39% of the firms require commercial training beyond the high school level.

Importance of Character Training

Business is also demanding character training for commercial graduates. The surveys made in the past few years regarding this point present a distinct challenge to educators. In ascertaining why 4,000 office workers in about 70 different industries lost their jobs, H. Chandler Hunt² shows that 89.9% were discharged because of some character weakness that might have been corrected by the schools. He found that 14% lost out because of carelessness, 10% for non-cooperation, 10% for laziness, 8.5% for inexcusable absences, 8.1% for dishonesty, and similar percentages for lack of courtesy, lack of ambition, lack of loyalty, etc.

²Hunt, H. C., "Why They Couldn't Hold Their Jobs," *Personnel Journal*, Dec. 1935.

In a survey made a few years ago by Dun & Bradstreet to ascertain why men fail in business, it was discovered that about 85% of the failures were due to character weaknesses and that only about 15% were due to obstacles such as earthquakes, panics, and so on, over which the individual had no control.

Great progress is being made in some educational circles in character building. However, in general the movement to increase human efficiency, improve personality, and enrich human character by scientific means is just beginning.

General Conclusions

1. Vocational guidance in commercial education is necessary in order to standardize business training and to protect the professional interests of commercial teachers.

2. Higher general education demanded by business may lead to the restriction of commercial education in the public high school to exploratory courses, and public school systems may be forced to introduce a two-year post-graduate course in commercial education. This demand of business will also lead to a faster development of secretarial and commercial courses in our colleges and universities.

3. Greater stress on English is an absolute necessity. Teachers must learn to be more flexible in their instruction in order to meet this need. This means that teachers' programs must be so arranged that, when a student has become sufficiently proficient in typing and in shorthand, the rest of his intensive training should be in English usage. Few ever become proficient in the use of English.

4. The introduction of courses in human relations is essential. There is not so much a lack of training in the commercial subjects as there is a lack of personality and qualities that lead to success. Expansion of the course in office practice to cover human relations in general would go a long way toward developing the necessary character traits for success in business.

5. Vocational guidance will result in directing students of higher intelligence into the commercial course. Occupational surveys

show the demand for the higher type of student. This demand may be shown by the study of two applicants, Mary and Lucy. In a general intelligence test, Mary rates 100 and Lucy 90. Mary rates 85 in stenography and Lucy 95. In English usage, Mary rates 90 and Lucy rates 75. Inasmuch as Mary rates higher in general intelligence and in English usage, the business man will prefer her to Lucy.

Vocational guidance before, during, and after business training may solve a number of the problems of commercial education. It is worth trying.

Have You a Gregg Teacher's Certificate?

THIS certificate, formerly awarded only to teachers who took the examination at one of the offices of the Gregg Publishing Company, can now be obtained by every shorthand teacher who fulfills the examination requirements, no matter where he may be.

Papers are graded on shorthand theory, practical application of the principles, accuracy in the formation of outlines, and knowledge of English.

Information regarding the Gregg Shorthand Teacher's Certificate is available from the Gregg Publishing Company, 270 Madison Avenue, New York, N. Y.

R. E. Slaughter



R. E. SLAUGHTER

R. E. SLAUGHTER took over his new work as acting head of the department of commerce, New Mexico Normal University, Las Vegas, in September, succeeding Dr. Lloyd V. Douglas, now head of the department of commercial education in Iowa State Teachers College, Cedar Falls.

Mr. Slaughter's A.B. is from Fresno (California) State College, and his M.S. from the University of Southern California in Los Angeles, where he has been a teaching fellow for the past ten years. He is engaged in further graduate study at U.S.C.

He took with him to Las Vegas his bride, the former Mary Pauline Funk, who received the degree of master of science in education from U.S.C. in June. They were married August 22.

Views of Woodbury's New Home And the Executive Personnel



THE LUXURIOUS RECEPTION ROOM (THE LARGE MURAL ON THE REAR WALL WAS PAINTED BY HEINSBERGEN, WORLD-FAMOUS ARTIST).



INTERIORS OF TYPING AND OF BOOKKEEPING CLASSROOMS, SHOWING THE KIND AND ARRANGEMENT OF MODERN EQUIPMENT AND LIGHTING FACILITIES.



THE new premises of Woodbury College on Wilshire Boulevard, Los Angeles, were impressively dedicated last May. More than 18,000 well-wishers inspected the buildings and congratulated President "Pop" Whitten on the achievement of a life-long ambition. Details of the plan and design of the new building, as well as a photograph of



PRESIDENT "POP" WHITTEN DICTATING



MISS T. E. NICHOLS, DEAN OF WOMEN (ABOVE), AND J. C. ANDREWS, DEAN OF MEN, CONFERRING WITH STUDENTS.



the exterior, appeared on page 112 of the October, 1936, BEW.

A fireproof, quakeproof, four-story structure with the beauty of design found in modern architecture, together with the artistic appeal of a well-planned interior, combine to place this building among the foremost in the country. Occupying half a city block, the school is situated close to the business district.

Congratulations to Ray Howard Whitten on this fulfillment of his dreams and the grand manner in which they were realized.

Transcription and the Shorthand Contest



LOUIS A. LESLIE

LAST spring I received a letter from Hal Hall, commercial critic at the Southern Illinois State Normal University, in which he said that he has been on the negative side of the proposition hotly and lengthily discussed among the teachers of southern Illinois—"Resolved, that commercial contests are undesirable because of the emphasis put on speed in shorthand and typing, which robs the class of the opportunity for transcription work." In the BEW for June (page 795), I discussed the matter very briefly, promising further discussion of the merits and demerits of the commercial contest this fall.

First of all, I should refer every interested shorthand teacher to the fine paper on the subject by Dr. Colvin, of the Colorado State College of Education. A full abstract will be found on pages 781-782 of the BEW for June. Dr. Colvin lists ten values of the commercial contest. Even more interesting, he presents seven arguments commonly used against the commercial contest, together with the refutation of these arguments. He mentions that while only 15 states offered commercial contests in 1931, there were 30 states offering commercial contests in 1936.

Dr. Colvin concludes, "The promotion of commercial contests, the rules and regulations, and the management may be faulty, but certainly no valid objections to the contest per se have been substantiated by sound evidence."

Why discuss commercial contests at this season of the year? Because decisions about the spring contests must necessarily be made in the fall. What have commercial contests to do with this department on transcription problems? A great deal, because contests, like other tests, have a strong influence on the teaching that is done to prepare for them. Therefore, as our teaching objectives change, so should our commercial contests.

I am an enthusiastic advocate of commercial contests and have been active in contest work for many years. I can see, however, that improvements are possible, and that they are gradually being made. Feeling as I do, my suggestion is naturally that critics of the commercial contests should recognize the great value of the right kind of contest, and bend their energies to the improvement of the contest rather than to its complete destruction. Those improvements in most cases may best be made by adding to what we have rather than by casting previous experience aside and starting afresh.

For example, the shorthand speed contest is probably still the best type of contest for the shorthand reporter, whose primary need is for shorthand speed. But for the stenographer or secretary, there are other requirements that should be tested. One of those requirements is speed of transcription, and an admirable departure from previous contest custom has been made by the International Schools Contest in rating the papers by speed of transcription.

For instance, in the past each writer would take the same dictation at 100 words a minute, and the winner would be the one making the smallest number of errors. Almost never was there any serious attempt to enforce or reward high transcribing speeds, except that in some contests the transcribing speed would be used to break a tie caused by two papers having the same number of errors.

In the International Schools Contest, however, each writer takes the same dictation at 100 words a minute and the winner is the one with the highest net transcribing speed. This seems to be a much more satisfactory

criterion of stenographic success. It is possible, of course, that one student might win the contest with three errors and a net transcribing speed of 46 words a minute, while another student would lose the contest with only one error but with a transcribing speed of 39 words a minute.

Over a period of many years my experience has been that in most cases the fastest transcriber is *usually* the winner, no matter how the rules of the contest are worded. The reason for this is fairly obvious—the writer who transcribes his notes with the greatest speed must have the best notes, the best command of English, and often the highest speed on the typewriter. All these skills argue that the possessor is a better student than the one not possessing them, and thus is likely to come out on top in any fair test of stenographic skill.

Therefore, by reshaping our shorthand contests so that they will be won on the basis of shorthand transcribing speed rather than purely on the basis of writing speed, we are not likely to affect the winners much in any case. But by making this change in the objectives of the contest we affect profoundly the teaching that will be done in the classrooms of the contest area. Because contest success will be determined by transcription speed, emphasis will be laid on transcription speed.

As in so many cases in real life and in school life, the mere demand for something causes that something to be made available. By merely asking for higher transcription speeds we shall get them to a large extent, and by the intelligent and well-directed teaching of transcription we shall get even greater increases in our transcription speed.

But let us not forget that speed of dictation is just as important as speed of transcription—perhaps no more important, but certainly no less important. The best secretarial positions usually require *rapid transcription of rapid dictation*, and neither skill alone is of the highest value.

We may be tempted to think that another step in advance would be the rating of the contest transcripts on the basis of the mailable letter. Convinced as I am of the value

of the mailable letter in the classroom, I do not feel that it is suitable for contest use. It is necessarily a somewhat flexible standard of measurement, whereas contest work should be susceptible of accurate objective measurement in order to avoid any suspicion of favoritism in the marking of the papers. Any attempt to apply the mailable letter standard in the contest must render the marking of the papers slow and difficult, whereas contest papers should be marked rapidly and accurately and final results announced *at the contest*, while interest is still at fever heat.

These two serious objections seem sufficient to enable us to reject the mailable letter standard for the contest. The final consideration, though, is the fact that in almost every case, as I said above, the same students will have the first three places in each event whether the papers are marked on a basis of mailability or not. The only differences that would usually be found in the list would be rather far down the list, where the exact rating is of little importance.

In summary—if you have any doubt about the value of commercial contests, read Dr. Colvin's article in the BEW for June. If you are a fellow enthusiast for commercial contests, why not try to convince your local contest committee that transcription speed should determine the winner at each speed in your shorthand contest?

If you meet any arguments not covered in this article or in Dr. Colvin's article in the June issue, write me all about them and I shall be glad to supply the answer if I can.

BEW Service Booklet No. 9

FOUR IMPORTANT articles by outstanding educators have been reprinted from the BUSINESS EDUCATION WORLD in Service Booklet No. 9, entitled "The Building and Marketing of Skill."

The articles and their authors are as follows:

The Acquisition of Skill, by James L. Mursell.

The Psychology of Skill, by Charles E. Benson.

A Larger Conception of Skill, by John L. Tildsley.

Technical Skill Finds a Job, by Vierling Kersey.

The publication of this booklet is another service rendered by the BUSINESS EDUCATION WORLD to the commercial teaching profession. The booklet will be mailed free upon request. Address The Business Education World, 270 Madison Avenue, New York, N. Y.



More About the Shorthand Teachers' Medal Test

FLORENCE E.
ULRICH

*Editor, Art and Credentials Department,
The Gregg Writer*

I HAVE never forgotten the teacher who started me on my own shorthand career. The most impressive thing about Ray Wilson's teaching was the ease and skill with which he could demonstrate on the blackboard or in a notebook *how* an outline should be written. His advice, "A bit faster, with a little more swing, and more accurate proportion," invariably was accompanied by a skillful writing of the outline that inspired in his students an earnest desire and determination to imitate him. That this determination, influenced by admiration for a master's skill, should in one instance subsequently lead to the shaping of a career could not be foreseen then.

How many of you shorthand teachers realize the impression you are making upon your students through your ability or inability to do what you are trying to teach them to do? A child will learn more quickly to speak with a cultured voice and diction from listening to Freddie Bartholomew than from any amount of "training" by parent or teacher lacking the same beautiful qualities of speech himself.

"Most of the failures in teaching a skill subject," declared one educator recently, "come not so much from the method employed as from insufficient knowledge of the subject matter and inability to demonstrate the skill that is being taught."

I have seen the notes of students show little or no improvement after many minutes of practice until explanation was accompanied by demonstration. It may be that youthful enthusiasm and interest, inspired by a masterful exhibition of technique and skill, make students keener in their observation of the technique employed.

I have seen young shorthand writers watch intently as Mr. Swem's hand flew swiftly over the page at 300 words a minute, filling it with beautiful shorthand characters that any one of them could read—and subsequently become reporters and holders of the Diamond Medal for 200 words a minute!

"He inspired me to *try* because, while watching him, it looked so easy," one young man confided after he had won the Diamond Medal and had been placed as a shorthand reporter.

The Teachers' Shorthand Medal Test is conducted to supply the incentive *now* for you to begin your training for the professional writing style necessary to confidence and ease in writing outlines during the presentation of lessons. The test copy is not "tricky," but it will reveal whether or not you have a professional writing style. If you have, the medal will be awarded to you on your specimen of notes; if you have not, suggestions will be given to you for the improvement of your writing style.

Here are two paragraphs taken at random from letters received from teachers who hold our Gold Medals:

The subsequent pleasure I have derived from my teaching, to say nothing of the good effect it has had on the students, as a result of practicing for and receiving the medal, is difficult to explain. I never feel the old hesitancy in going to the blackboard any more, nor in writing an outline for a student, in response to "Let me see *you* write it."

Then, too, I am getting better results from the class in both speed and transcription. Whereas I used to sense their boredom when I attempted to explain an outline, I now find students leaning forward intently watching and promptly imitating the form in their own notebooks.

It isn't difficult to attain a good writing style; it merely requires a little concentration and effort in practicing and in analyzing one's own notes.

A new Medal Test was announced in the September BEW. Every shorthand teacher ought to take this opportunity to win the

Teachers' Medal Test Copy

An Educated Man

THAT MAN, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that it is capable of doing; whose intellect is a clear, cold, logic engine with all of its parts of equal strength and in smooth working order, ready to be turned to any kind of work and spin the gossamer as well as forge the anchors of the mind; whose mind is strengthened with a knowledge of the great and fundamental truth of Nature and of the laws of her operations; one who is full of life and fire, but whose passions are trained to come to heel by a vigorous will; who has learned to love all beauty whether of Nature or of art, to hate all vileness and to respect others as himself.

—Thomas Huxley

medal or find out his faults of style. The Shorthand Style Studies in the *Gregg Writer* will be helpful in analyzing your writing. May we suggest that you use them to determine faults and correct them? Your writing should reflect ease and smoothness in execution. It should be fluent, with an expert handling of all joinings and formations.

We have told you that the medals are beautiful, but read what a few of our medalists have to say about them:

The other day, by handing me a little box, the postman climaxed all the anxiety I had been building up from the day I received your letter announcing that I had become a Gold Medalist. To say that it was a climax is putting it mildly—it was a BIG climax. I don't know that I've been so pleased with myself since the day I was married, which leads me to say that my wife shared in the joy, too.

Being a modest sort of fellow, I allowed my wife, my superintendent, and the local town paper to toot my horn. Of course, that publicity has been a good thing in boosting my ego. Incidentally, I guess the school has benefited. I know that my students are proud of me. Believe me when I say that winning the medal isn't the end of this thing of being a good writer. I've a standard to live up to all the time now, and if I do get a little careless it makes me feel like a chump.—John R. Davidson.

I am delighted with my Silver Medal. From the picture I knew that it would be a very good-looking award, but I had no idea that it would be so beautiful. I am proud to show it to my many friends and pupils.—Jeannette Peiffer.

I just wish that you could take a "peep in" at our classes. They are all pepped up to the nth degree working for the Annual O. G. A. Contest now.—Sister M. Salesia.

Needless to say, I am happy to have one of those Silver Medals, and now my ambition is to be able to win a gold one. Really, to open the box and show its contents "thrills me" about as much these days as it did years ago when I was a little boy receiving and opening Christmas packages. You know,

"Men are only boys grown tall,
Hearts don't change much after all."

—Fred Berkman.

Try *your* hand at the Medal Test above. We want to present your medal to you for Christmas! Tests must be in by midnight of November 30.

N. S. R. A. Convention

THE National Shorthand Reporters Association held its annual convention in New York, at the Hotel Astor, August 15-20, with President Louis Goldstein as chairman. Cleveland was selected as the 1938 convention city.

The following new officers were elected:

President: Hall Etter, Texas; *Vice President:* John J. Healy, New York; *Treasurer:* W. A. J. Warne-ment, Ohio; *Secretary:* A. C. Gaw, Indiana; *Historian:* Willard Bottome, New York.

Elective members of the Board of Directors: Carey Cowart, Oklahoma; J. R. McAttee, Texas; R. E. Lenton, Pennsylvania.

*Just
Out!*



B.E.W.'S NEWEST SERVICE

ONE of the great vitalizing forces in the teaching of shorthand and typing during the past quarter of a century has been the *Gregg Writer* credentials and awards service. Literally hundreds of thousands of students have marked milestones of accomplishment in these two skill subjects through the winning, for example, of membership in the Order of Gregg Artists or through obtaining certificates and medals for shorthand and typing speeds at various levels.

Beginning with this school year, the BEW is inaugurating a similar service for students of junior business practice, book-keeping, and business letter writing. This service provides the desirable features of a competitive plan, and at the same time provides awards for *all* papers that meet a reasonable standard, regardless of the number submitted.

Is this not the answer to that recurrent question, "How can we maintain enthusiastic interest throughout the course?"

*Turn to the next
page for a descrip-
tion of the BEW
Certification and
Awards Plan*

THE B.E.W. CERTIFICATION

THE September BEW carried an announcement of our new Nation-wide Certification and Awards Service to students of junior business practice, bookkeeping, and business letter writing.

This service is a development of the monthly contests carried on last year in the subjects of business letter writing and bookkeeping under the direction of Mr. L. E. Frailey and Mr. Milton S. Briggs.

We are continuing the same interesting type of monthly projects in these two subjects and are adding a third series for the students of junior business practice.

This year, however, instead of giving small cash prizes to only a few of the thousands of students who send in solutions to the monthly projects, we are awarding a *Certificate of Achievement* (see accompanying illustration) to every student whose paper meets the judges' requirements for a satisfactory solution. A nominal fee of 10 cents will be charged to offset a portion of the cost of examination.

When a student solves his first problem satisfactorily, the Certificate bearing one gold seal is issued to him.

The BEW is publishing eight problems in each of the three subjects this year, one for every month with the exception of September and June. Therefore, a student can win eight gold seals in each of the three subjects. As

- A service similar to the materials and Awards for short Practical business projects for students of junior business practice, bookkeeping, and business letter writing.
- A development of the monthly projects published in the BEW.
- Papers may be submitted by students in private or public schools.

The Business Education World Certificate of Achievement

THIS certificate is in recognition of the application of the Bookkeeping as a part of a series of projects presented in a contest conducted by the

BUSINESS EDUCATION WORLD

Milton Briggs

DIRECTOR, DIVISION OF BOOKKEEPING



THE BUSINESS EDUCATION WORLD

Certificate of Achievement

BOOKKEEPING

issued to

Mabel Bowman

DATE 9-1-1937

NO. 8212

FACE OF THE CERTIFICATE (ACTUAL SIZE FOLDED CROSSWISE)

INSIDE OF THE CERTIFICATE

N AND AWARDS SERVICE

e Gregg Writer Creden-
hand and typing students.
will be published monthly
business practice, bookkeep-
writing.

popular Frailey and Briggs
d last year.

ed for certification by stu-
day or evening schools.

Education World
Achievement

has been awarded
ability in the ap-
fundamentals of
shown in the solu-
practical problems
nation-wide project

EDUCATION WORLD

John Gregg
EDITOR

Clyde Blanchard
MANAGING EDITOR

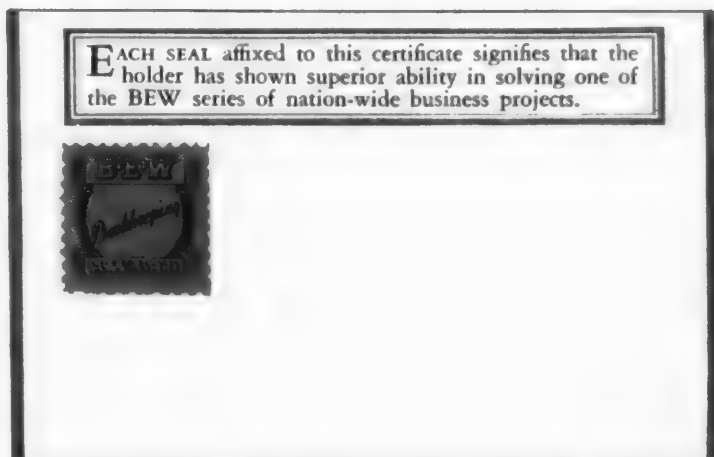
CERTIFICATE (OPENED)

a new seal is affixed, the Certificate becomes more valu-
able to the holder, because it shows his increased pro-
ficiency in the subject.

The October projects and rules governing certifica-
tion were published in our September issue so that stu-
dents might have extra time in preparing the first project.
A student may work all three projects, provided he is
enrolled in all three subjects. Solutions for the October
projects must reach the BUSINESS EDUCATION WORLD on or
before Friday, October 22.

Those of our readers who wish to use this service and
who did not receive the September BEW should *write or*
wire immediately for a free copy of the October projects
and the rules governing student certification. Address the
Department of Awards, THE BUSINESS EDUCATION WORLD,
270 Madison Avenue, New York, N. Y. Ask for the BEW
Certification Booklet and state which of the three projects
you wish—junior business practice, bookkeeping, or busi-
ness letter writing.

The pedagogic value of these practical business proj-
ects is so great that every teacher of the three subjects will
want to have all his students work the projects and re-
ceive the BEW Certificates of Achievement as visible and
tangible evidence of work well done.



REVERSE SIDE OF THE CERTIFICATE (FOLDED) WITH GOLD SEAL

Our First Annual BEW Project Contest Will Be Held in March, 1938

No fee, or consideration of any kind, will be required for participation in this contest. Awards will be given to both teachers and students.

Cash prizes of \$350 will be distributed.

IN March, 1938, we will hold a nation-wide BEW Project Contest in each of the three subjects—junior business practice, bookkeeping, and business letter writing. *No fee or consideration of any kind will be required for participation in this contest.* Those students who also desire to have their papers considered by the judges for the official certificate must enclose the usual examination fee of 10 cents.

The following cash prizes will be awarded:

Student Prizes in March Contest

Three \$10 cash prizes—one to be given to the student submitting the best paper in each of the three divisions—junior business practice, bookkeeping, and business letter writing.

Twelve \$5 cash prizes—four to be given to the students submitting the second, third, fourth, and fifth best papers in each of the three divisions.

Nine \$1 cash prizes—three to be given to the students submitting the sixth, seventh, and eighth best papers in each of the three divisions.

Awards to Teachers

The teachers who sponsor these monthly projects have not been forgotten in our awards plan. We wish to recognize publicly through the columns of the BEW and by substantial awards every teacher whose students' solutions throughout the year show the results of effective teaching. To accomplish this aim we are going to give the following awards to the teachers submitting the best clubs of papers in our March contest:

Three \$25 cash prizes—one to be given to the teacher submitting the best club of papers in each of the three divisions.

Twelve \$10 cash prizes—four to be given to the teachers submitting the second, third, fourth, and fifth best clubs of papers in each of the three divisions.

Nine \$5 cash prizes—three to be given to the teachers submitting the sixth, seventh, and eighth best clubs of papers in each of the three divisions.

The terms of the contest will be announced later, but we take this opportunity to assure each teacher that the terms will be such that the teacher in the small school will have an equal chance with the teacher in the large school in winning one of the awards.

Those teachers whose students participate regularly in the monthly projects will, of course, stand a much better chance of winning one of the prizes in the contest than those teachers whose students make little use of the projects. Teachers should strive to obtain 100 per cent participation in the October projects and constantly hold before their students as one of the desired goals for the year the winning of one of the prizes in the big, nation-wide March contest.

As the gold seals accumulate in your classes month by month, you will find the interest of your students increasing also, and this added interest will be reflected in better classroom work and in fewer teacher problems.

B.E.W. Official Board of Examiners

Dorothy M. Johnson, Director, Division of Business Letter Writing; Milton S. Briggs, Director, Divisions of Junior Business Practice and Bookkeeping; Philip S. Pepe, Assistant Editor, *THE BUSINESS EDUCATION WORLD*; Jeanne Liss, Office Manager, Department of Business Standards and Awards; Clyde Insley Blanchard, Managing Editor, *THE BUSINESS EDUCATION WORLD*.

For Your Convenience

Order the B.E.W. Projects in Pamphlet Form

EACH one of the three monthly projects that are published in the BEW may also be obtained in pamphlet form for classroom use. These pamphlets will be available for distribution on the first of each month. The pamphlets will contain, *in addition* to the projects that appear in the BEW, helpful criticisms by our editors and judges.

The pamphlets will also contain model solutions to the projects and one or more of the best student papers.

All teachers who plan to use the BEW projects will find these individual student pamphlets of great benefit. The cost of the pamphlets is nominal—2 cents a copy. If orders are placed at one time for the entire series of eight projects, October through May, a discount will be allowed, reducing the cost of the eight pamphlets from 16 cents to 10 cents.

Send in the accompanying order blank at once, together with 10 cents for each of your students, and we will ship you monthly, from October through May, the desired number of pamphlets containing the projects and supplementary helps and hints for their solution.

You may, of course, order each project

separately, as we wish to adapt our service to your requirements.

The main thing we wish to impress upon you is the very great help that the BEW projects will be to you in your classroom teaching this year. Use them in any way you like and you can count on our 100 per cent cooperation to make this service of everyday value to you and your students. Your criticisms will be welcome at all times.

(Mail this order blank today)

Department of Awards

THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

ORDER BLANK

The Business Education World carries no accounts. Please enclose remittance in full. Make check or money order payable to The Business Education World.

Quantity	Item	Unit Price	Total
	Sets* Junior Business Practice Projects	.10	
	Sets* Bookkeeping Projects	.10	
	Sets* Business Letter Writing Projects	.10	
	Junior Business Practice Projects for October	.02	
	Bookkeeping Projects for October	.02	
	Business Letter Writing Projects for October	.02	
	One-Year Subscription to The Business Education World	1.00	
	Two-Year Subscription to The Business Education World	1.50	
	Total amount of order enclosed.....		

* One set includes one copy of the October, November, December, January, February, March, April, and May projects. Projects will be mailed monthly around the first of the month. Teacher's copy free with order of five or more.

Name of Teacher.....

Please print or type name

Name of School.....

School Address.....

City and State.....

Date.....

Memo.....

LETTERS FROM TEACHERS who participated last year in the Frailey and Briggs monthly projects. Also, names of those instructors whose superior teaching developed student cash-prize winners.

Business Letter Writing

• • The student letters in this bundle represent the "cream" of two classes of about thirty students each in business correspondence.

I have persuaded Mr. Gresham, who sits all day reading letters out of a book to his dictation classes, to try his hand. His letter, along with mine, is also in the bundle. Sincerely, *R. D. Parrish, English Department, Woodbury College, Los Angeles.*

P.S. It may interest you to know that "Pop" Whitten feels that so much good comes from student participation in this contest idea that he has declared it a requirement for all correspondence classes. Participation was formerly optional.

EDITOR'S NOTE—Mr. Gresham fulfilled Mr. Parrish's expectations by winning a prize.

• • You might be interested to know that in our school, where we have about fifty-five pupils taking business correspondence, each pupil writes a letter for this contest.

And, in spite of the fact that we have had no "money" winners so far, we believe in keeping everlastingly at it. Some day you'll find that all the money winners will be from Marblehead High. How's that for optimism? Sincerely, *Erol B. Beach, Head of Commercial Department, High School, Marblehead, Massachusetts.*

EDITOR'S NOTE—We think that such optimism is entirely commendable, Mr. Beach.

• • I think you may be glad to know what a valuable aid to my English classes have been the monthly letter-writing problems appearing in your fine magazine. The problem letters themselves are delightfully interesting and inject the right enthusiasm at the start. Then, too, your constructive criticism of the letters of the preceding month give the students the right

slant on letter writing—not from the teacher's point of view alone, but from the viewpoint of one who is actively associated with work in the business world.

These monthly letter problems have added more than I can say to the interest and efficiency of my English course. I sincerely hope that your letter-writing department will be a feature of the *BUSINESS EDUCATION WORLD* for a long time to come. Cordially yours, *Mary P. Johnson, High School, Leominster, Massachusetts.*

• • Our entries for the letter contest are enclosed.

As the instructor in business English, I want to tell you how much your department has meant to me this year. We have used the contest problem each month for class work. Win or lose, every contestant profits immeasurably from the effort he has put forth and the inspiration he has felt through participation. Very truly yours, *Lilah Draxten, West Central School of Agriculture, Morris, Minnesota.*

Teachers Who Trained Letter Writing Winners

Inez Ahlering, Reitz High School, Evansville, Indiana.

Daphne Beaman, Notre Dame Secretarial School, Montreal, Quebec.

Gertrude M. Belyea, High School, Agawam, Massachusetts.

Kenneth S. Bennion, L.D.S. Business College, Salt Lake City, Utah.

A. M. Berry, Central YMCA College, Chicago, Illinois.

Mrs. J. K. Breast, Central High School, Shelbyville, Tennessee.

Julia C. Brown, Horace Mann School, Gary, Indiana.

Anna M. Crawford, High School, Boone, Iowa.

Margaret Darracott, High School, Fort Meade, Florida.

E. R. Day, Brantford Business College, Brantford, Ontario.

Alice Downing, High School, Enfield, New Hampshire.

Doris Emery, Boise Business University, Boise, Idaho.

B. S. Ferrell, Draughon's Business College, San Antonio, Texas.

Pearl E. Garen, High School, Glassport, Pennsylvania.

Beatrice Helmick, Brea-Olinda High School, Brea, California.

Vander Jagt, Green Bay Vocational School, Green Bay, Wisconsin.

Mary P. Johnson, High School, Leominster, Massachusetts.

R. T. Lawton, United States Penitentiary, McNeil Island, Washington.

D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania.

Margaret Linnan, State College of Washington, Pullman, Washington.

Clara L. McIntire, American Institute of Banking, Springfield, Massachusetts.

Paul H. Mitchem, University High School, West Los Angeles, California.

Inez E. Moore, Lincoln High School, Tacoma, Washington.

Vera North, Roosevelt High School, Ypsilanti, Michigan.

H. O'Brien, Rochester Business Institute, Rochester, New York.

Gladys Parker, Lincoln High School, Tacoma, Washington.

R. D. Parrish, Woodbury College, Los Angeles, California.

Vivian Peterson, High School, Fort Dodge, Iowa.

Isabel Postlethwaite, High School, Cressona, Pennsylvania.

Alice Reeder, Hoff Business College, Warren, Pennsylvania.

Luana Sexton, Morse College, Hartford, Connecticut.

Sister M. Agnesene, Holy Trinity High School, Bloomington, Illinois.

Sister Jane, O. S. B., College of St. Benedict, St. Joseph, Minnesota.

Sister St. Mary of Sion, Notre Dame Secretarial School, Montreal, Quebec.

M. T. Stafford, Sacramento Junior College, Sacramento, California.

Helena Storzbach, Shorewood High School, Milwaukee, Wisconsin.
 Madeline S. Strony, The Newark School for Secretaries, Newark, New Jersey.
 Margaret Sumnicht, Minot Business College, Minot, North Dakota.
 J. W. Toothill, Small Secretarial School, Newark, New Jersey.
 Leslie Wilbern, Ersä Reidenbach High School, St. Joe, Indiana.
 Lydia Williams, Rural High School, Parker, Kansas.
 Anna Yeates, High School, Columbia, Mississippi.

Bookkeeping

• • Miss Bishop and I wish to thank you for your check, the award for the December Bookkeeping Problem Contest.

I think Mr. Briggs is to be congratulated and praised for this project, which I believe will mean a lot in the field of bookkeeping.

The problems create interest, stimulate accuracy and neatness, are conducive to clear, logical thinking, and bring bookkeeping to everyday life. The questions make the student appreciate the desired goal of the course, visualize the values and aims, and get a wholesome attitude for the study.

My students all do the problems as supplementary work. Respectfully yours, *Leslie Wilbern, Concord Township School, St. Joe, Indiana.*

• • May I add a word of sincere appreciation to the BEW for the type of service you are giving teachers in the field by providing such

excellent material in these contests. The BEW is getting better with every issue. And please do not discontinue the Business Letter Contests—they're grand! Very truly yours, *Albert C. Fries, Assistant Professor of Commerce, Illinois State Normal University, Normal, Illinois.*

Teachers Who Trained Bookkeeping Winners

Floyd R. Ball, Pasadena Business College, Pasadena, California.
 E. F. Barr, High School, Clearwater, Kansas.
 B. J. Beebe, School of Office Training, Lewistown, Pennsylvania.
 Gertrude M. Belyea, High School, Agawam, Massachusetts.
 Helen Blankenburg, High School, Vermilion, South Dakota.
 Earl Clevenger, Central State Teachers College, Edmond, Oklahoma.
 J. L. Cockshoot, Woodbury College, Los Angeles, California.
 Mrs. Reba M. Crother, National Training School for Boys, Washington, D. C.
 Clarence M. Daniels, Woodbury College, Hollywood, California.
 Elizabeth Fitzgerald, Burrillville High School, Pascoag, Rhode Island.
 John A. Fouhey, High School, Van Buren, Maine.
 Albert C. Fries, Illinois State Normal University, Normal, Illinois.
 Lucile Fulton, Mount Pleasant School for Secretaries, Washington, D. C.
 Helen Hicks, Public School, Akron, Iowa.

Albert W. Houser, High School, Lewistown, Pennsylvania.
 Katherine Jacobson, Black Hills Commercial College, Rapid City, South Dakota.
 J. Wesley Knorr, State Teachers College, Bloomsburg, Pennsylvania.
 Edril Lott, High School, Cairo, Georgia.
 Lillian Madison, High School, Kent, Washington.
 Hilvie Otterblad, High School, Grantsburg, Wisconsin.
 Sister Mary Imelda, Victory Business School, Mount Vernon, New York.
 Sister Mary Joanita, St. Catherine Academy, Fort Wayne, Indiana.
 Sister M. Justa, Cathedral High School, Superior, Wisconsin.
 Sister Rose Magdalen, St. Mary's High School, Jackson, Michigan.
 Sister St. Thomas of Cori, Catholic High School, Waterbury, Connecticut.
 Sister Theresilla, Charles High School, Waltham, Massachusetts.
 Sister Zoe, Immaculate Conception Academy, Washington, D. C.
 Jean Summers, North Park Business School, Buffalo, New York.
 Ruby M. Taney, High School, Conrad, Montana.
 Marguerite F. Tapley, High School, Winthrop, Maine.
 George Walkowiak, Sawyer School of Business, Los Angeles, California.
 Leslie Wilburn, High School, St. Joe, Indiana.

SOME QUESTIONS AND ANSWERS

Q. What is the purpose of the BEW projects?

A. Here are some of the many reasons for BEW sponsorship of these nation-wide projects:

1. To facilitate better teaching.
2. To stimulate self-activity on the part of students.
3. To encourage and develop initiative.
4. To promote wholesome competition.
5. To present supplementary material for classroom use that will approximate work in actual business practice.

Q. Who may participate?

A. All students of business, in public or private schools.

Q. What about contests for teachers?

A. Prizes for teachers will be awarded in the annual contest, *based on the work of the students*. No longer shall superior teaching go unrecognized!

Q. Is the certification service separate from the contest?

A. Certification is monthly; there is one annual contest, in the spring. Entry in the contest is free; entrants become eligible for certificates as well if the 10 cents examination fee accompanies the contest papers.

Q. To what extent should teachers assist students?

A. The editors recommend general class discussion of the principles involved in the BEW projects. Actual solution, however, should be left to students.

Q. How should papers be mailed?

A. First class, in one package.

N.C.T.F. CONVENTION PLANS

ONE of the features of the convention of the National Commercial Teachers Federation, held in Chicago during the Christmas holidays, will be a series of dinners on Tuesday evening, December 28.

The National Association of Accredited Commercial Schools will continue their custom of holding their regular banquet on the second evening of the meeting, Tuesday.

It is likely that the Chicago Area Business Directors Association will also have a dinner on Tuesday evening.

Several commercial teacher training institutions are planning alumni banquets, and there is also a possibility that one or more commercial teacher fraternities will hold dinners that night.

Any organization or institution planning on holding a dinner should notify R. G. Walters, Grove City College, Grove City, Pennsylvania, who is preparing the general program, so that as much publicity as possible can be given to the dinner.

Classroom Teachers' Clinic

Miss Agnes E. Meehan, first vice president of the Federation, has announced a classroom teachers' clinic to be held by the Federation at its Christmas convention in Chicago.

At this clinic, Miss Meehan plans to have discussions of questions on technique, methods, grading, and other subjects of immediate interest to classroom teachers. She urgently requests teachers to send in questions for discussion at this clinic, so that she may make selections and assign the questions to be answered authoritatively.

Teachers are asked to address questions to Miss Meehan at her home address, 1812 Ruckle Street, Indianapolis, Indiana. No names need be signed to the questions.

Private Business Schools Round Table

As a result of the petition circulated at last year's convention by Mr. George A. Meadows, president of Meadows-Draughon College, Shreveport, Louisiana, this year's program will include a round table for private business

school teachers on December 29, in addition to the regular program scheduled for December 28. The round table will be conducted by Mr. Meadows.

The following subjects will be discussed at the regular meeting to be held on December 28:

The forward-looking private school—subjects that should be offered; equipment needed; qualifications for teachers; the kind of quarters that should be provided; employment facilities necessary.

Among those participating in the discussions will be the following prominent educators: Paul Moser, C. W. Stone, P. J. Harmon, P. S. Spangler, J. Evan Armstrong, Dr. J. L. Harman, E. O. Fenton, Nettie Huff, George McClellan, W. A. Robbins.

College Instructors Round Table

The theme of the College Instructors Round Table, to be held December 29, is "Business Education in the First Two Years Beyond the Senior High School."

Under "Local Institutions," the subjects and speakers will be as follows:

"Post-graduate Work in the Senior High School," Lyle Willhite; "A Specialized High School," William Moore; "The Municipal University," H. M. Doult; "The Junior College," Ray Abrams; "Summary and Conclusions," Ernest A. Zelliot.

Under "Non-local Institutions," the subjects and speakers will be as follows:

"The Denominational College," E. E. Magoon; "The State Teachers' College," Dr. Clyde Beighey; "The State University," A. L. Prickett; "Endowed Institutions," Margaret N. Ely; "Summary and Conclusions," J. M. Trytten.

Officers of the Round Table are Dr. E. G. Knepper, *chairman*; H. A. Andruss, *vice chairman*; and Eldora Flint, *secretary*.

NAACS Silver Anniversary

The Silver Anniversary of the National Association of Accredited Commercial Schools has been scheduled to begin Monday morning, December 27, in conjunction with the NCTF convention. A vigorous program is in preparation.

Short Cuts

In Typing Test Computations

THEO. R. SALDIN

IN grading typewriting speed tests, teachers set a maximum number of errors and then grade on the percentage of accuracy or on the net words a minute. Those who use the latter method usually make a deduction of ten words for each error.

In place of this system of dividing by 5 (for the standard word stroke count), subtracting 10 for each error, and dividing by the number of minutes of the test, there is a faster and more accurate method. It combines the steps of the former method into a few simple processes.

The 10-Minute Test

In a 10-minute test, for instance, the procedure is as follows:

Divide the total strokes by 50 (the product of the standard stroke count times the number of minutes) using quick division, moving the decimal point two places to the left and multiplying by 2. (Multiply only the whole number by 2.) To that product, add 1 if the decimal fraction dropped was between .25 and .75. If the decimal was greater than .75, add 1 to the whole number before multiplying. The result is the gross number of words a minute. From that amount, subtract 1 for each error.

Here is an example in which 1,741 strokes were typed in 10 minutes with 2 errors.

$17.41 = \text{gross strokes divided by } 100$. Drop the decimal fraction and multiply the whole number by 2. The product is 34. Add 1 (because the decimal fraction is between .25 and .75) and the total is 35, the gross words per minute. $35 - 2 [\text{errors}] = 33$ net words per minute.

Here is an example in which 3,113 strokes were typed in 10 minutes with 2 errors.

$31.13 = \text{gross strokes divided by } 100$. Drop the decimal fraction and multiply the whole number by 2. The product is 62. The decimal fraction is less than .25, so there is no

figure to add for that. $62 [\text{gross words per minute}] - 2 [\text{errors}] = 60$ net words per minute.

Here is the operation for a 5-minute test:

Divide the gross strokes by 25 (number of minutes times standard word stroke count) by quick division. That is, move the decimal point two places to the left and multiply by 4. (Multiply only the whole number by 4.) Add 1 to that product for every decimal fraction of .13 to .37 inclusive; 2 for every fraction of .38 to .62 inclusive; 3 for every fraction of .63 to .87 inclusive; and consider fractions of .88 or more as whole numbers. Subtract 2 (the proportion of 10 to 5) for each error.

In the following example, 1,138 strokes were typed in five minutes with one error.

$11.38 = \text{gross strokes divided by } 100$. Drop the decimal fraction and multiply the whole number by 4. The product is 44. Add 2 (because the decimal fraction is between .38 and .62) and the total is 46 [gross words per minute]. $46 - 2 [\text{deduction for 1 error}] = 44$ net words per minute.

Another example: 984 strokes in 5 minutes with 3 errors.

$9.84 = \text{gross strokes divided by } 100$. Drop the decimal fraction and multiply the whole number by 4. The product is 36. Add 3 (because the decimal fraction is between .63 and .87) and the total is 39 [gross words per minute]. $39 - 6 [\text{deduction for 3 errors}] = 33$ net words per minute.

The 15-Minute Test

The method for a 15-minute test is more involved, but entirely practical. Divide the total strokes by 100 by moving the decimal point 2 places to the left. Find the nearest whole number that is divisible by 3. To that number, add one-third of itself. To this sum add 1, if the remainder [total strokes minus nearest whole number divisible by 3] is between .38 and 1.12 inclusive; 2 if it is

between 1.13 and 1.87 inclusive; 3 if it is between 1.88 and 2.62; and consider those numbers of more than 2.62, as well as the dividend of 3, as 3. Subtract $\frac{2}{3}$ [the proportion of 10 to 15] for each error.

For example, in a 15-minute test 3,143 strokes were written with 4 errors.

30 is the nearest whole number to 31.43 that is divisible by 3. $31.43 - 30 = 1.43$. $30 + \frac{1}{3}$ of 30 = 40. (See table above, and find that 1.43 counts as 2.) $40 + 2 = 42$. $42 - 3$ [$\frac{2}{3}$ of 4 errors] = 39 net words per minute.

Another example: 4,613 strokes were typed in 15 minutes with 3 errors.

45 is the nearest whole number to 46.13 that is divisible by 3. $45 + 15$ [$\frac{1}{3}$ of 45] = 60. (See table above, find that 1.13 counts as 2.) $60 + 2 = 62$. $62 - 2$ [$\frac{2}{3}$ of 3 errors] = 60 net words per minute.

Those who use 15-minute tests often may keep a chart handy for a short time until the fractions have been memorized.

EDITOR'S NOTE—Theo. Saldin sent this manuscript upon the advice of D. D. Lessenberry, and wrote, "In applied use, these methods have been very helpful to me in my high school Typing I course." The editors tried the scheme, proved that it worked, and sent a check. Imagine their surprise when the author happened to mention in a later letter that he was learning typing, not teaching it, that he was sixteen years old, and that he would be a high school senior this fall! He refuses to play favorites among his commercial courses. He likes them all. He likes sports and athletics, too. He can't decide among accounting, research, and engineering for his career.

Mark Chatfield, Jr., of State Teachers College, Minot, North Dakota, was his typing instructor. Theo. Saldin regards him highly and describes him as "a remarkable teacher."

CASE PROBLEMS ON AGENCY AND PARTNERSHIPS

Prepared by Harvey A. Andruss

*Dean of Instruction, State Teachers College,
Bloomsburg, Pennsylvania*

DIRECTIONS: Read the facts in each case. Put a check mark (\checkmark) in the parenthesis to the right of each question to indicate your answer. Then, in the space provided after "Reasons," give a concise statement of the legal basis for your answer. Do not write in the score space.

- Dupre went into a restaurant. After being seated but before giving his order, he got up and started to go out, but was stopped at the cashier's desk by the general manager. The manager accused him of not paying his bill, and had him arrested. Dupre is now suing the owner of the restaurant for damages arising from false arrest. Dupre was later released before being tried.

- Between what parties does the agency contract exist?

Reasons: Between restaurant and manager. () 2

- Could one be damaged through false arrest? Yes (\checkmark) No () () 1

Reasons: False arrest may damage one's reputation and interfere with one's business activities. () 2

- Can Dupre collect damages from the owner of the restaurant? Yes (\checkmark) No () () 1

Reasons: Public humiliation or loss of time or good reputation are grounds for damages. () 2

- Bodine agreed to sell goods for Smith for 10% of the profits of the business. Certain creditors got the impression that Bodine was a partner, although Smith never made a statement to that effect. Smith became insolvent. The creditors sued Bodine and Smith as partners.

- Does the payment of a salary based on a percentage of the profits imply a partnership relation? Yes () No (\checkmark) () 1

Reasons: This is only a method for computing the salary amount. () 2

- Does a partnership exist between Bodine and Smith? Yes () No (\checkmark) () 1

Reasons: Bodine is agent and Smith is principal; not a partner. () 2

- (c) Can the creditors collect from Bodine?.....Yes () No (V) () 1
Reasons: Agent is not liable for debts of insolvent principal..... () 2
3. Barclay and Barry are active partners in a business. Barry became paralyzed, so that he could not walk. Barclay asked the court to dissolve the partnership.
- (a) In what court will this action be brought?
Reasons: Court of equity..... () 2
- (b) What is the basis of Barclay's case?
Reasons: Physical incapacity renders performance of contract impossible..... () 2
- (c) Will the partnership be dissolved?.....Yes (V) No () () 1
Reasons: Barry cannot perform his active duties..... () 2

HOW I USE THE B. E. W.

RUTH N. WHITE

Chadsey High School, Detroit

EDITOR'S NOTE—How do you use your professional journal? Miss White finds many uses for the BUSINESS EDUCATION WORLD. She wrote as follows:

"I wish to express my appreciation for the excellent numbers of the past year and at the same time to tell you of my device for getting the most possible good from this material. I am enclosing a short description, setting forth only a few of the uses I have made of the various features. If you care to use this, you may do so. [Thank you, Miss White. We reprint it here so that other teachers may follow your example.] If not, just consider this a sincere letter of thanks from one subscriber."

THE BUSINESS EDUCATION WORLD furnishes a wealth of material for immediate use in the classroom. The various features often prove so vitally interesting to the students that it seems wise to save them for future use. Since it is impracticable for me to save all numbers of the magazine from year to year, I have devised a plan for making the best possible use of all issues.

Each month I check the articles I wish to keep. I leave all numbers intact until the end of the year and then go through them again, clipping and classifying those portions I wish to preserve. The following classification is by no means complete, but it will suggest a few uses that may be made of this valuable material.

Advice to seniors. This includes suggestions and criticisms from employers, as well as contributions from secretaries on ways of becoming more useful.

Sayings of successful business men. These are often short, meaningful sentences suitable for sentence drills in both shorthand and typing classes.

Humorous letters. A shorthand teachers' outline formerly in use in our schools recommended that one humorous article be dictated every day. The letters published in the BUSINESS EDUCATION WORLD as problems, and the replies sent in by teachers and students, have supplied much content that is not only amusing but valuable because of its human interest and its departure from the type of business letter most familiar to the students.

"Unnecessary" letters. Occasionally, during the class period, conversation turns to the many opportunities for expressing friendliness and good will in the business world. A letter of appreciation, of encouragement, or of sympathy, from one businessman to another helps to bring home this lesson.

Artistic typewriting. Pictures always prove useful for bulletin boards or showcase displays.

Seasonal material. The Thanksgiving story, the Christmas poem, the springtime picture—these features are worth saving for another year.

Graded letters. I arrange these in proper sequence for supplementary dictation.

Games. Games involving shorthand symbols, suggested by "Your Student Clubs" and "The Idea Exchange," stimulate students to more intensive work.

Short articles. Brief essays or stories often have particular appeal to students, and are convenient for use during the last few minutes of the period.

Wits and Wags. These jokes I sometimes copy on the board, in shorthand, just before class, for a minute of fun before beginning regular class activities.

This is scarcely more than a hint of what may be done. A small filing case with manila envelopes, or a scrapbook divided into sections, will serve to keep this material always at hand. It is easy to clip a few articles but unless they are definitely classified and preserved in a certain way, they will not be available for use at the proper moment.

Day-by-Day Use of the Gregg Writer

FLORENCE ELAINE ULRICH

After reading the "proof" sheets of the October *Gregg Writer*, it was difficult to keep from including everything in the magazine in the students' first assignment! You may feel as I did about it, and in the first "flush" of enthusiasm will be able to inspire your students to higher ideals and motivate them to greater effort. If this is the reaction, the shorthand

and typing teachers will have an enviable time of their teaching this month! Students will "dig in" with an avidity that ought to increase their levels of efficiency a good many notches during the month.

The following assignments are tentative suggestions for the use of the *Gregg Writer*, and may be adjusted to fit the needs of any program.

FIRST WEEK:

To the Teacher—I don't know how to start telling you about the good things in the *Gregg Writer* this month. You probably will want to do as I did—begin with the first page and read right through to the end without stopping. Fine!

The boys especially will want to read the article by William J. Burroughs, yeoman, second class.

Shorthand has been the means of promotion or better positions for many men in the Navy. Point out to the students that promotions are not peculiar to the Navy alone—that there are plenty of exciting jobs in civil life, and the key to them lies in *stenographic efficiency*.

Assign "Learning It 'On the Run'" for one of those days when the shorthand classes need a "lift" in their work—5 minutes of dynamic "punch" that will force the students' attention back to their task of acquiring skill.

To Beginners—Read the graded-letters plate in the Learners' Department. Also, read "Pets" (an illustrated story graded for the fourth chapter) and underscore the new words.

To Advanced Students—Read the October installment of "Dicky and Rouge et Noir," and be prepared to discuss new outlines or phrases.

SECOND WEEK:

To the Teacher—"100 Per Cent Personal Appearance" excellently supplements discussions of neatness of dress as an important attribute of personality. "Late Arrivals in the Awards Class" gives news of winners of O. G. A. Contest awards.

The O. G. A. Contest opens in December, and your class will enter as a team.

Assign the O. G. A. and O. A. T. Membership Tests. If the dictation students have not yet qualified for the 60-word award, give them that test this month, together with the Competent Typist Test. If the 60-word certificate has been received, assign the 80-word test. Hold to uniformly good progress in both shorthand and typing speeds in the advanced classes, and where transcribing is done on the typewriter from the beginning of the students' transcription work, endeavor to *develop marked progress in transcribing speed*. Also, the Shorthand Style Studies in the *Gregg Writer* are to be used both for building speed and for developing an appreciation of an accurate and fluent shorthand writing style.

To Beginners—Read "At the Big Dude Ranch," and be prepared to take dictation on sentences containing new words.

To Advanced Students—Read "The Machine in Paper Making," and be prepared to write a short synopsis of the story in shorthand for our next *Gregg Writer* meeting.

THIRD WEEK:

To the Teacher—"Who's Who in Shorthand Speed" tells an interesting story. It is encouraging to know that interesting stenographic jobs await the "better than average" stenographer. Point out to the students that an additional hour's practice in shorthand dictation and in transcribing at the machine now may give them the 20 to 40 additional words a minute

that will distinguish them as expert stenographers. They are to study the suggestions in Mr. Swem's Court Reporting Department and the Medical Testimony Plate and practice this plate until they are writing 140 words a minute on it.

To Beginners—"The Haunted House" is an exciting shorthand story. We will read it together and discuss new words in class.

To Advanced Students—Finish reading the shorthand in the *Gregg Writer*, including the graded stories, which are interesting, too.

FOURTH WEEK:

To the Teacher—Announce a letter-writing contest based on the article, "Let's Consider the Reader."

Have the students prepare a letter in answer to a complaint about a hosiery purchase, putting into practice the "you" element discussed in Miss Young's article this month.

The *Gregg Writer* will give a copy of "5,000 Most-Used Shorthand Forms" to the student whose letter is judged the best in his class. Send the letter, together with the number of students who participated in the letter-writing contest, to Miss Florence Ulrich, 270 Madison Avenue, New York, N. Y., on or before October 25.

Read "Adventures in Achievement." Tell about the Club Prizes awarded on the shorthand and typewriting tests by the Art and Credentials Department. Prepare first assignments of tests.

To Beginners and Advanced Students—Read any unfinished material, with a view to incorporating new words and phrases in the "working vocabulary."

The Classroom

Meets Business



EROLD B. BEACH

EDITOR'S NOTE—While our students of letter writing are trying to meet the standards of business, the letter writers in business are working together to raise those standards. What more practical solution can there be than cooperative effort between students and business men, as Mr. Beach describes it here?

NOT many years ago a college professor who did more than "profess" told a class to develop its imagination by using its imagination.

That idea must have registered somewhere in my subconscious mind at the time, for recently in a class in business correspondence I expressed that same idea to the pupils. From the literal-minded high school youth assembled immediately came the question: "How can we do that in this class?"

Textbooks, work books, and other similar materials are good guides, everyone will admit; but even a good guide is of no use unless it gets you to the place for which you started. Consequently, that simple question was a challenge to be met.

The Teacher Asks the Class

The first step in accomplishing the result was to request the class to compile a list of nationally advertised products ranging in price from 15 cents to \$1,000. In addition, they were asked to obtain as much information as possible about the products.

Within a week, the boys and girls—high school seniors—had compiled a list of about one hundred companies. Moreover, the majority of the group of fifty-five had written letters requesting circulars and information about the products they had chosen. They submitted these letters to the instructor for

approval, to make sure there were no duplicates and that there would be no misunderstanding regarding the reason for the requests. One thing they all included in their letters was a definite statement that the material was desired for school purposes, thus avoiding the possibility of having salesmen call at the homes of the pupil.

When sufficient material had been obtained, from both magazines and the companies, each pupil prepared a rough draft of a one-page sales letter for the product he chose. Not more than two pupils used the same product. This rough draft was carefully checked over for accuracy of facts, smoothness of style, and theoretical sales power. When approved, the letter was typed in good form and sent to the company for criticism. This criticism was a check on the teacher's grading as well as on the pupil's ability to write a real sales letter.

Very few of the companies failed to reply with criticisms, favorable or otherwise. A few even sent samples of their products to the pupil. Many sent several pages of helpful comments and others went so far as to reword the letters entirely and have their advertising agencies check over the letters!

Not only did this project increase the pupils' interest in this particular subject but it also enabled them to learn a great deal about what business concerns actually require in letters they send out. In addition, they

► *About Erol B. Beach:* Head of commercial department, Junior-Senior High School, Marblehead, Massachusetts. Degrees from Boston University and Nebraska Wesleyan; graduate study in University of Colorado. Chairman of Social-Business Section, New England High School Commercial Teachers Association. Looks with favor on "everything that will help to make my classes produce situations as nearly business-like as possible—not too beautifully theoretical." Collects autographs on personal letters.

learned to discriminate between the good and the poor arguments in favor of the various products. Class discussion of the comments received from the companies helped to develop the pupils' thinking ability. That, more than any other result, justified the project.

The Class Asks the Teacher

The work did not end there. Because of the results of their sales letters, the pupils themselves asked when they were going to have similar projects! When we began the study of advertising, therefore, a new project was set under way—this time again a sales letter either from the manufacturer to the retailer or from the retailer to the consumer; but, in addition, it had two inside pages of advertising and illustrative copy.

The information was obtained in the same manner as before, but besides, materials such as scissors and paste were used. Illustrations were cut from advertisements and arranged with the best layout to carry out the story told by the copy and the letter. Every kind of product from dog food to beauty preparations was used as subject matter for these letters. It was surprising to see the really fine results obtained by even average pupils because of their enthusiasm.

Once again the companies were asked to offer comments on the results of the pupils' efforts, and again the cooperation obtained was more than satisfactory. The pupils understood the reasons for all suggestions made on the letters and, of course, were pleased when favorable comments were received.

These projects definitely proved that "big business" is ready and willing to do what it can to help students develop in the classroom the results that will be expected of them when they go out to seek employment.

Here is the copy one of the students wrote for a letter about Arrow Shirts:

Will you look at the cuffs on the shirt that you are wearing? Are they just as they should be, or are they 2 or 3 inches above your wrists?

If the answer to the latter question is "Yes," then we believe that you will be interested in the proposition we have to offer you.

Just go into the clothing store of James H. Brown, the nearest dealer in our shirts. Get an Arrow Shirt, wear it a day or two, send it to the laundry, and

then when it comes back if it has shrunk any take it back to the store and your money will be cheerfully refunded. Surely you will agree with us that this is a very fair offer.

Arrow Shirts are priced from \$2 to \$3.50. If it's comfort you seek, then try an Arrow Shirt—"The Shirt That Never Takes a Back Seat."

And here are excerpts from the three-page letter of comments by Mr. R. D. Ziegler, of Cluett, Peabody & Co., Inc.:

Business letters really have no definite form. They should be spontaneous, to the point, and as natural as ordinary conversation. . . . While big business may sound prodigious and heavy, the correspondence should actually be informal and natural. It is always a delight to receive business letters that are free from trite and time-worn phrases. It is only natural that letters written sincerely and with some character will receive far more attention than the usual form statements which have been written over and over again. . . . By and large, business letters should be interesting, concise, and coherent.

The letter submitted by one of your students is certainly a good example of arresting sales letter writing, particularly for a student in high school. I would suggest that the words *proposition* and *offer* be substituted by the words *story* and *tell*, respectively, as the average customer is always wary of anything suggestive of a proposition or offer. This letter has an excellent sales approach, in that the writer has presented his story to the consumer in a very personable way. . . . One more objection is the slogan used at the close of the letter. Slogans are never good form in letters. . . .

Again, as I have said, this is excellent work for a high school student. . . . I certainly hope the comments we have made on these reports will be of some help to the students who have studied "Arrow" for their project.

Mr. George D. Wilcox, truck merchandising director of the Studebaker Corporation, wrote thus about a student letter:

The pupil who got up the four-page letter has certainly grasped the principles of advertising. If I had any criticisms of it at all it would be that the layout is too perfectly balanced and the eye is forced to too many corners of the page.

The copy is quite expert. I think the pupil would do better on copy if he used fewer of Studebaker's advertised phrases and originated more of his own.

But to realize that a high school student produced this is to understand what a fine grasp he has of proper technique. That is a fine reflection on your school and should be great encouragement to the pupil. Congratulations!

When busy executives like these and several others not quoted here take the time to write at length in constructive criticism of our students' work, we can surely feel that business men are working with us.



Problems of a School Club

ROBERT
H. SCOTT

THE social activities of present-day education have given a healthy outlet to the pent-up energies and the irrepressible spirit of youth. No longer are the socializing instincts of gregariousness, cooperation, emulation, rivalry, and altruism frustrated. Instead, they are developed to the utmost, guided into proper channels, and raised to higher levels. On the other hand, although the problem of leisure time and social life for many energetic students who crave companionship has been solved to a considerable extent by school clubs, many new problems have presented themselves to the club member, the instructor, the supervisor, and the administrator.

Some Problems Before Us

A discussion of some of these problems may help us to realize that the last word has not been said about school clubs. Any inspection of our educational methods and devices should result in better understanding and control. A five-year program of teacher education is a reality in many parts of the United States. These problems of the socialized recitation, the activity program, the club period—in other words, the new education—should furnish much material for the research worker and thesis writer interested primarily in problems of secondary-school instruction. Many of these problems involve questions on the principles and philosophy of education, educational aims and objectives, educational psychology, curriculum construction, and school administration. Some are being solved; some may never be solved except for a certain group at a certain time. Another group, another time, and then more problems.

Financing a club program is by no means an unimportant item. "Money makes the mare go," and money is one thing many clubs do not have. It is inconsistent of states that they build schoolhouses as architects direct, equip them with books, desks, and chairs, keep them warm and comfortable, employ teachers who have been trained at public expense and selected with care, pay good salaries to administrators to direct the education of youth and efficiently manage the schools—and then do not supply one penny for incidental local operating expenses, an essential for the efficient management of any plant or organization.

Many schools attempt to meet office expenses, pay for athletics, finance clubs, and meet all current and incidental obligations with funds raised locally. The methods devised for this purpose and explained in the educational literature are usually nothing more than ingenious and painless methods of extortion—they run anywhere from the ridiculous to the sublime.

If the state is going to finance the schools, it should by all means meet incidental expenses and finance the social activities. In raising their own funds, many schoolmen are closing the door to any hope of ever getting money from this source. So much playground equipment has been purchased by parent-teacher associations that budget bodies never think of supplying these items. Even now the damage has been done, and they may never think of it. Football and basketball are digging their own graves in many schools by these same methods. Many

► *About Robert Scott:* Head of mathematics department, Dunbar (West Virginia) High School. M.A., West Virginia University; other graduate work at Ohio State University. Absorbing Interest No. 1: Student clubs. Edited "Your Student Clubs" department during 1936-1937 and will continue this year.

club secretaries and sponsors "two-bit" their members at every meeting.

Arguments have been made that school clubs do not need funds. We all know that teen-age and adult clubs do need funds. The following is quoted from a late issue of the Charleston (W. Va.) *Daily Mail*: "Saturday was designated as the day for the annual 'bond sale,' when all the boys in Hi-Y clubs in Charleston will unite to sell official bonds issued for the purpose of raising funds with which to extend the work of Hi-Y in the small communities." From the same paper: "Girl Scouts will begin a campaign. Plans for the campaign will be announced by the chairman, and the budget will be explained and discussed. Copies of the annual report and contribution cards will be distributed to all solicitors." The United Press contributes the following: "Bill Lane, 76-year-old owner of the Pacific Coast league San Diego Padres, plans to develop young baseball players at the source by aiding poverty-stricken high school baseball." Sometimes it seems these national organizations understand club fundamentals, sports for recreation, and hobbies for pleasure better than our school administrators. It must be admitted that some are a huge success.

The Curriculum

Research workers have tried to decide whether clubs should be a part of the program of activities of the school or a part of the program of studies. In other words, to what extent should club activities be incorporated into the school curriculum? To some, the school curriculum has been like a sponge. Everything in sight has been soaked up and made a part of it. Arguments that the school curriculum is overcrowded, that the schools are trying to do too much, that instructors are overburdened, and that the expenditures of tax money are wasted are often founded upon fact.

Is it possible to approach this question from another angle? Would it be possible actually to integrate club work and class work—make one just as much a part of the course of study as the other? A French class considers recitations, drills, dramatics, poems, songs, and folklore a part

of the class. If necessary for a specific project or for the purpose of organizing the group, why not a business meeting during the class period? By the same token, why could a Friday night party or social gathering not be considered a part of this French course?

It may be that the procedures and methods found effective for club work constitute the keystone of the socialized recitation. Thus, rather than being an end in themselves, they are a powerful tool that can be made use of in regular curriculum work. It is possible that investigations along this line may determine our policy as to teacher training, salary adjustment for these activities, the financing of clubs through the school budget, whether or not school credit should be given for such activities, compulsory and optional membership in clubs, when and where they shall be held, and like questions.

Will such a study supply data from which implications may be drawn relative to proper pupil-teacher and pupil-school relationships? It must be remembered that pupils and teachers actually live in the schools and the community for quite a long period of time.

How many clubs should a given kind and size of high school have? That is another important problem that needs to be solved. How many clubs can one sponsor handle efficiently? It may be the answer to the first question is a local problem. The time, the money, club facilities, student-body temperament, faculty viewpoint, and a thousand and one things might affect or determine the final decision.

Clubs—a Job or a Hobby

For the faculty member, clubs usually fall into two categories: they constitute either a job or a hobby. The successful sponsors I have observed have made their clubs their hobbies. This means an enormous sacrifice of time, but if time cannot be sacrificed one should not attempt to sponsor a club. Here seems to be the solution to the second question. Any hobby rider will agree that one horse is sufficient at a time.

When to have clubs is a much discussed question. I have one answer for this from our local school system. We have a Badminton Club meeting during school hours, the second period in the afternoon. If that club met before or after school, it might be anything. As it is, I believe the members have learned many things. After all, class or club, club or class, what is the difference if all contribute to education?

Administration

Administrators must decide many questions before club theory and practice becomes a science. What kind of clubs are of the most value? Are some clubs of no value to education, and how can this be determined? What further criteria should be developed to assist school administrative officers in deciding whether an existing club should be continued or a proposed club be approved? We admit that anything can be measured provided we have a unit to measure by. Is it possible that further objective units can be developed for evaluating and measuring club work in terms of the aims and objectives of secondary education? By whom should a proposal for the organization of a club be approved? Should school administrative officers establish conditions for club membership? If so, for what kind of clubs, and what should be the conditions? Who should determine the many policies, rules, regulations, and the mechanics of the club program? Also, where should the responsibility for initiating school clubs be lodged?

For these problems I cannot attempt to give the answer and in many cases even hint at such. I do believe, however, the slogan "Happy Living," if applied to our school and club life, will dwindle many of our now major problems into insignificance.

ROSCOE HAROLD PECK, sixty-two years old, president and principal of Brown's Business Colleges in Davenport and Galesburg, Iowa, and for many years president of a chain of twenty-two business colleges throughout the Middle West, died September 2 at his home in Bettendorf, Iowa. He had been ill for six months.

A fuller description of the important professional contributions made by this prominent educator will appear in next month's issue.

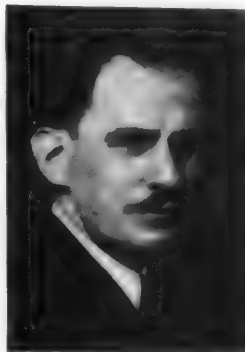
Seventh Annual Alpha Iota Convention

ABOUT 350 delegates attended the Seventh Annual Convention of Alpha Iota, international honorary business sorority, which was held in Detroit July 29-August 1, in the Hotel Statler. Mrs. Emilia Kennedy, regional councilor for Michigan, and a member of the faculty of Detroit Business University, served as general chairman.

Miss Nora Goldthorpe, of Spokane, Washington, was selected Ideal Secretary. Judging was based on character, personality, neatness and suitability of dress, promise of growth, efficiency, promptness, responsibility, and ability to meet the public. Miss Goldthorpe is a graduate of Northwestern Business College, Spokane, Washington. Miss Bette Newton, of Kalamazoo, was elected Convention Queen. Seattle was selected as the meeting place for the 1938 Convention, with the chapters of the Northwest as hostesses.

The members of the Board of Governors are as follows: Grand President, Elsie M. Fenton, American Institute of Business, Des Moines, Iowa; Grand Vice President, Edna P. Kane, Metropolitan Business College, Seattle, Washington; Grand Vice President, Mabel Y. Steele, National Business Training School, Sioux City, Iowa; Grand Secretary-Treasurer, Fern L. Thompson, Des Moines, Iowa; Grand Historian, Elizabeth H. Fox, Los Angeles, California.

R. Robert Rosenberg



R. ROBERT ROSENBERG

R. ROBERT ROSENBERG, formerly instructor in the business department of James J. Ferris High School, Jersey City, New Jersey, has accepted the principalship of Public School 34 located in Jersey City.

Mr. Rosenberg is a specialist in business mathematics, has contributed many articles and tests to the *BUSINESS EDUCATION WORLD*, and is the author of several textbooks. During the past summer, he taught methods courses in Gregg College, Chicago. He holds the degrees of B.C.S., M.C.S., B.S. in Ed., A.M., and C.P.A. He is engaged in further graduate study.



EMMA
BELL HAUCH

Good Morning!

A Commercial Play with No Superfluous Words

INTRODUCTION

(SAID BY ALL)

Good morning, friends, we're glad to be
Up on this stage, as you can see.
We intend to give a play.
Listen carefully to what we say.
We ask to have your kind attention,
With a lack of all dissention.
We promise you will like our play.
A business office we portray.

(SAID BY THE OFFICE BOY)

Let me present Mr. L. C. Smith,
Who needs someone to help him with
His work which he can expedite,
Provided that he could typewrite!

(SAID BY THE APPLICANT)

Noisy Ned is the office boy,
And Mr. Smith he does annoy.
The reason is for Smith's dislike
Ned simply isn't businesslike.

(SAID BY EMPLOYER)

Now Business Betty just finished school.
No one can say she is a fool.
She applies, and demonstrates.
She types, she spells, she punctuates.

(SAID BY ALL)

The purpose of our play, "Good Morning!"
Is to give the students warning
Always to do their very best;
There is no other better test.

Our show is now about to start.

(To Stage Hands)

Boys! Pull the curtain apart.

(To Audience)

Pardon us, friends, while we pause;
If you like our show, please—applause!

SCENE: Any business office.

TIME: Morning.

CHARACTERS: A vexed employer, a noisy
office boy, and a businesslike applicant.
(If it weren't for the need of an efficient
stenographer, there would be no play.)

SETTING: The employer is sitting working
at his desk. The office boy is snoring.

SMITH. (*nervously*) Stop!

NED. Z-Z-Z—.

SMITH. (*more nervously*) Stop!

NED. (*sleepily*) What?

SMITH. (*disgusted*) Stop!

NED. (*quizzically*) Stop?

SMITH. (*angrily*) Snoring.

NED. (*fully awake*) Yep.

SMITH. (*provoked*) What?

NED. (*meekly*) Yes.

(NED, *between fits of laughter, reads the
funny paper. NED leans back too far in
his chair and falls to the floor.*)

NED. (*loudly*) Ouch!

SMITH. (*annoyed*) Heavens!

NED. (*apologetically*) Sorry.



SMITH. (*pointing to NED*) Busy?

NED. (*pointing to self*) Me?

SMITH. (*interrogatively*) Me?

NED. (*humbly*) I?

SMITH. Yes.

NED. Nope.

SMITH. What?

NED. No.

SMITH. Better!

NED. (*pointing to SMITH*) Worried?

SMITH. Yes.

NED. Why?

SMITH. (*pointing to stenographer's desk*)

Stenographer.

NED. (*pointing to SMITH again*) Busy?

SMITH. Very.

NED. (*pointing to self*) Help?

SMITH (*emphatically*) No.

NED. Why?

SMITH. (*pointing to stenographer's desk and to NED*) Can't.

NED. Why?

SMITH (*pointing to NED*) Type?

NED. Nope.

SMITH. What?

NED. Pshaw!

SMITH. (*letters in hand*) Ned!

NED. Yes.

SMITH. Stamps.

NED. Sure.

SMITH. (*looking at clock*) Mail.

NED. Yes.

SMITH. Hurry.

NED. (*using slang*) Oke.

(NED, *chewing and cracking his gum, stamps letters.*)

SMITH. (*irritated*) Stop!

NED. What?

SMITH. Chewing.

NED. Why?

SMITH. Disgusting!

NED. Sorry.

SMITH. (*pointing to waste-paper basket*)
Basket.

NED. (*trips over basket*) Great——!

SMITH. (*angrily*) Quiet!

NED. Yes.

(*Girl walks in*)

SMITH. (*rising*) Good-morning!

BETTY. Good-morning!

SMITH. (*getting NED's attention, gesticulating for him to rise*) H-h-hum!

NED. (*rising slowly*) Hello!

SMITH. (*irritated*) H-h-hum!

NED. Good-morning!

BETTY. (*smiling at NED*) Good-morning!

SMITH. (*getting chair*) Chair?

BETTY (*sitting*) Thanks.

SMITH. (*pointing to BETTY*) Name?

BETTY. Betty.

SMITH. Applying?

BETTY. (*handing advertisement*) Yes.

SMITH. (*giving town paper*) Tribune?

BETTY. Yesterday's.



NED. (*loudly*) Ka-choo!

SMITH. Ned!

NED. (*wiping nose*) Pardon.

SMITH. Certainly.

BETTY. (*looking toward NED*) Amusing.

SMITH. (*shaking head*) Hopeless.

BETTY. Why?

SMITH. Careless.

BETTY (*understanding situation*) Oh!

SMITH. Shorthand?

BETTY. Yes.

SMITH. Good?

BETTY. Positively.

SMITH. Speed?

BETTY. 120.

SMITH. Splendid.

NED. (*accidentally dropping book*) Gee!

SMITH. (*disgusted*) Work!

NED. (*nervously*) Ye-s-s-s.

SMITH (*looking at clock*) Mail.

NED. (*going to door to get mail*) Sure.

SMITH. (*to BETTY*) Type?

BETTY. Yes.

SMITH. Rate?

BETTY. 60.

SMITH. Fine!

NED. (*interrupting; shrilly*) Mail!

SMITH. (*looking daggers*) Quiet!

NED. Sorry.

SMITH. (*to BETTY*) School?

► **About Emma Bell Hauch:** Teaches shorthand and typewriting in Johnstown (Pennsylvania) Senior High School. Graduate of Margaret Morrison Carnegie College. Active in several professional organizations. Author of one published and one just completed three-act commercial play. An excellent shorthand penman — holds Gregg Writer Shorthand Teachers' Gold Medal.

BETTY. Central.
 SMITH. Grades?
 BETTY. (*modestly*) Fair.
 SMITH. (*examining BETTY's grades*) Excellent.
 BETTY. Thanks.
 SMITH. (*handing paper to BETTY*) Type?
 BETTY. Certainly.

(*BETTY goes to the typewriter and types; upon completion, hands paper to SMITH. NED watches intently.*)

SMITH. (*proofreading*) Perfect!
 NED. Gee!
 SMITH. (*handing paper to NED*) File.
 NED. Sure.

(*NED files the paper.*)

SMITH. (*to BETTY*) Satisfactory.
 BETTY. (*smiling, pointing to self*) Position?
 SMITH. (*nodding*) Hired.
 NED. (*dropping big pot of flowers on top of file—action fast*) Oh!



SMITH. (*disgusted*) Fired.
 NED. (*grabbing hat and running out*) Boy!
 BETTY. Oh!
 SMITH. Fresh!
 BETTY. (*pointing to self*) Begin?
 SMITH. Tomorrow.

BETTY. Time?
 SMITH. Nine.
 BETTY. (*shaking hands*) Thanks.
 SMITH. Welcome.



BETTY. Good morning!
 SMITH. Good morning!

(*Curtain*)

• A SUGGESTED COURSE of study for a collegiate course in business writing was published in the *Bulletin* for April 30. Mr. Anderson reports that a few copies of that issue are still available for new members who request them.

Southern Business Education Association Meeting in November

THE Southern Business Education Association will hold its annual meeting November 25-27 at the Roosevelt Hotel in New Orleans. It is expected that the Association this year will achieve the largest membership in its history and that the meeting will be attended by even a greater number of teachers than the one last year at Knoxville.

The general theme of the convention is, "The Scope and Content of Business Education." The discussions will cover the scope of the field and suggestions will be made as to the appropriate and desirable content of business education in general and of the various subject fields in particular.

Among those who will appear on the program are: D. D. Lessenberry, University of Pittsburgh; Benjamin R. Haynes, University of Tennessee, and formerly of the University of Southern California; B. Frank Kyker, Woman's College, University of North Carolina; H. P. Guy, University of Kentucky; C. A. Croft, Croft Secretarial and Accounting School, Durham, North Carolina; Mrs. Hayden Childers, Wheeler Business College, Birmingham, Alabama; R. R. Richards, State Teachers College, Richmond, Kentucky; Miss Pattie L. Sinclair, Commercial High School, Atlanta, Georgia.

At the banquet, which will be held on Friday evening, Mr. John Temple Graves II, of the *Birmingham Age-Herald*, and nationally known lecturer, will be present as the guest speaker.

The officers of the Southern Business Education Association are:

President: J. H. Dodd, State Teachers College, Fredericksburg, Virginia.

First Vice President: Mrs. Gertrude G. DeArmond, Wheeler Business College, Birmingham, Alabama.

Second Vice President: Miss Ray Abrams, Joseph A. Maybin School for Graduates, New Orleans, Louisiana.


Secretary: Clyde W. Humphrey, University of Tennessee, Knoxville.

Treasurer: G. H. Parker, The Woman's College, University of North Carolina, Greensboro.

Editor of the Journal: A. J. Lawrence, University of Kentucky, Lexington.

WONDERING AND WANDERING

with Louis A. Leslie



NEW YORK is a city of abrupt changes in neighborhoods. Hence it happens that I live exactly three blocks from J. P. Morgan and that my wanderings often carry me past his front door, which is at 231 Madison Avenue. Being reduced one day from the relative slowness of wandering to the even slower slowness of sauntering, I was at the stage where the eye searches eagerly for some good excuse that will permit the feet to travel even more slowly or to cease to travel altogether for a moment.

My roving eye unbelievably caught sight of a neat placard on which were the following words, emblazoned in letters of gold:

TRADESMEN'S ENTRANCE 37TH STREET

Is it not a consoling thought that the untold Morgan millions are not sufficient to protect him from having this grammatical error written on his front door in letters of gold? When I went back to school on the morrow morn to struggle with my students' apostrophes (I hope to goodness *that* one is in the right place), I went with a furtive hope that some day one of them might be secretary to Mr. Morgan and that she would tactfully persuade him to shift that apostrophe.

And sometimes as I scan my little shelf of reference books, the feeble barricade that stands between me and the commission of similar errors, I like to chuckle up my sleeve and think of that shameless apostrophe flaunting itself before the startled gaze of such passers-by as myself, a bare hundred feet from

the famous Morgan library—certainly the finest library of its kind in America and perhaps in the whole wide world. So when I think wistfully of Mr. Morgan sitting before the fireplace reading the priceless original manuscript of "A Christmas Carol," while I sit in front of my steam radiator reading my shorthand copy (price, 32 cents), I think of that gold apostrophe and I am consoled!

As a New Yorker who travels on the "pay-as-you-enter" street cars, I am sometimes a little depressed to find that the same vehicle in Boston is a "prepayment" car. As a New Yorker who sends his suits to the cleaners I feel slightly rebuked to find that when I am in Boston my suit goes to the cleanser. As a New Yorker who prefers whole-wheat bread, I have had to accustom myself to a diet of entire-wheat bread when I'm in Boston. But at such moments I dwell lovingly on the printed notice that I found in a Boston hotel that is known the nation over. That notice promised that the valet would clean and return the same day "ladies' dresses or gent's suits." Aside from that awful word "gent" (fie on you, Boston), there are delightful implications in the placing of those apostrophes. Just to start you going, ponder the fact that "gent's" is singular—in number as well as in usage—whereas "ladies'" is plural. Does this imply that gents visiting that famous Boston hotel each have several suits while each lady has only one dress? This would be one explanation why the singular gent has plural suits while apparently it required plural ladies to have plural dresses. Well, you figure it out for yourself.

In fairness to the famous Boston hotel, I might say that on a subse-

quent visit I failed to find the card—I should have stolen one for evidence! Mr. Morgan's apostrophe, however, is still in full bloom and may be viewed without charge at any hour of the day or night.

• • In our wanderings we frequently have cause to grieve over the prevalence of the feeling that "if it is educational there must be something wrong with it." Some would almost say of things educational, as the Two Black Crows said in another connection, "Even if it wuz good, I wouldn't like it!"

Last spring, I quoted in this column Kipling's offhand reference to "schools and places where they teach the young" with the obvious inference that the two were, in his mind, different. Just this afternoon while going through Grand Central Station in New York I dropped a tear on a similar instance. There was a sign 30 feet long suggesting that the traveler "visit this educational and interesting exhibit." Doesn't that suggestion rather clearly show the writer's sub-conscious conviction that anything that is educational isn't likely to be interesting?

Why should this conviction be so general? There are many reasons. I could refer you to volumes written about the matter. But one quotation from an article by Elias Lieberman, principal of the Thomas Jefferson High School, New York, illumines the whole matter. Writing in *High Points* about the teaching of English, he compares the English teacher who thrills his pupils with the beauty of great poetry and the English teacher who employs "the familiar process in which the teacher assigns a reading from page so-and-so to page so-and-so, and then subjects a poem to analytical treatment

that carries with it all the exuberance of a supervised trip through the morgue."

Mr. Lieberman has packed into this one sentence the root of the trouble. Classes that can be and should be made interesting and thrilling are allowed to degenerate into something that, as he says, carries with it all the exuberance of a supervised trip through the morgue.

Mr. Lieberman's suggestions intended for the English teacher are so universally valuable that we should quote a few of them here. We wonder how many teachers of shorthand and typewriting might profitably take to heart this sentence addressed to the teacher of English composition:

In the teaching of composition, too, we who so glibly assign tasks to others must make sure that we can do them competently ourselves. How many of us have both the courage and the ability to compete against our brightest students? . . . The point is . . . that water cannot rise higher than its own level. Teaching cannot reach heights of efficiency beyond the teacher's own powers and enthusiasms.

Still wondering, as we are obliged to do by our title, we wonder how many teachers of shorthand and typewriting "have both the courage and the ability to compete against their brightest students," to quote Mr. Lieberman. How many of you can take a 15-minute typing test with your class and come out at the head of the list? How many of you really write better shorthand than the best of your pupils? One list of such teachers appeared in a recent issue of this magazine in the results of the Annual Teachers Shorthand

Penmanship event. All honor to those teachers.

How many of you write as fast as or faster than your best pupils? One list of such teachers appeared in a recent issue of the *Gregg News Letter* in the annual Roll of Honor of what Mr. Zoubek aptly calls "Practicing Preachers"—but the *News Letter* list contained the names of less than 100 of the 15,000 to 20,000 shorthand teachers in this country. That is roughly $\frac{1}{2}$ of 1 per cent of the shorthand teachers of America.

I wonder if Mr. Lieberman is right. I think he is.

• • One day last spring I was impressing on some of my students the necessity for more rapid transcription. They all professed the greatest willingness to do anything that would help to bring about the desired end, but they were all sure that they were already doing everything that could be done.

Then I told them of watching Mr. Dupraw write at 280 words a minute in a cool room but with beads of sweat standing out on his forehead just from the intensity of his concentration and mental effort to obtain absolute accuracy at that appalling speed. Much of Mr. Dupraw's shorthand accomplishment may be attributed to his phenomenal power of concentration.

When the group came back with the transcripts ready for correction, one girl looked unusually pleased with the results of the transcribing period. On inquiry she told me, "Oh, Mr. Leslie, this time I sweat!" Sure enough, her transcribing speed had taken a sudden jump.

This reminds me of a story told me by another teacher. It concerns

a pupil who didn't seem to be giving the necessary amount of time to the home-work assignments. A suggestion that more time might be spent on the home work elicited the comment that if the pupil were to spend any more time doing home work she would not be happy, and that she intended to remain happy if that were possible! Just what would you tell such a pupil?

Most of you must have had experiences similar to these. Won't you write me about them so that I may pass them on?

• • There are so many causes for wondering. . . . I wonder why a typewriting teacher doesn't realize that her letter of application is at the same time a sample of her work. Nevertheless, the worst specimens of typewritten applications that have reached me have been from typewriting teachers. It must be those shoemaker's children again!

A teacher friend of mine was interested in staying for a time at a women's clubhouse intended for young women—students, teachers, and business women. She wrote this clubhouse and received a cordial, typewritten letter of about 200 words with *eighteen* typographical errors. *Eighteen!* I counted them one by one myself so I can vouch for that. *Eighteen!* Oh, my. . . .

I can't help wondering how much training in business correspondence another teacher had who applied for a teaching position in a letter that concluded, "If you would like to have any further information about my work, I should be pleased to grant you an interview." Now by my fur and whiskers, as the White Rabbit said, that is too much.

Teachers of Typewriting:

William R. Foster has a treat in store for you in the November BEW. A real Thanksgiving number, with trimmings 'n everything—pedagogically speaking!

Motion Pictures For Business Education

*A Monthly
BEW Service*

LAWRENCE
VAN HORN

WALTER O. GUTLOHN, INC., 35 West 45th Street, New York, N. Y. 16 mm. silent and sound films for sale and rent. Borrower pays transportation both ways.

The Origin of Motion Pictures and Photography.—16 mm., 1 reel, sound. Sale price, \$50 less 10%; rental, \$2 first day, \$1 each succeeding day. Scenes show the birthplace of photography in England and the first camera ever used. Also the origin and inventor of the moving-picture camera. *Photography.*—16 mm., 1 reel, sound. Sale price, \$50 less 10%; rental, \$2 first day, \$1 each succeeding day. The art of photography on land, sea, and in the air is demonstrated by ace cameramen.

The Autogiro.—16 mm., 1 reel, sound. Sale price, \$50 less 10%; rental, \$2 first day, \$1 each succeeding day. Explains Juan de la Cierva's invention and how it works.

GAUMONT BRITISH PICTURE CORPORATION OF AMERICA, Executive Offices, 1600 Broadway, New York, N. Y. Films lent on long-term leases or may be purchased. Many pertain to England. For further listings, refer to: "Instructional Films, 16 mm. and 35 mm. sound-on-film."

Citizens of the Future.—16 mm. and 35 mm., 2 reels, sound, 21 minutes. Sale price includes both reels: \$90 for 16 mm., and \$180 for 35 mm. Footage: 16 mm., 765; 35 mm., 1,913. Shows everyday happenings in British schools. (More advisable for teachers than students.)

How Talkies Talk.—16 mm. and 35 mm., 1 reel, sound, 12 minutes. Sale price: 16 mm., \$45; 35 mm., \$90. Footage: 16 mm., 433; 35 mm., 1,082. Gives a clear explanation of the mystery with the additional attractions of cheerful music and lively action all the way through.

Progress.—35 mm., 2 reels, sound, 19 minutes. Sale price, \$180 for both reels. Footage, 1,667. From the days of the horse-drawn vehicles and no wireless to our present time.

Great Cargoes.—35 mm., 2 reels, sound, 22 minutes. Sale price, \$180 both reels. Footage, 1,954. Struggles of achievement in the heart of great industries throughout the United Kingdom are featured in this excellent film of modern industry.

UNITED STATES STEEL CORPORATION, Industrial Relations Department, 71 Broadway, New York, N. Y. Free loan, 16 mm. and 35 mm. silent and sound, inflammable and non-inflammable prints. Many pertain to steel and allied products. Excellent for courses in commercial geography. Most University Bureaus of Visual Education carry these films. Borrower should write to the nearest branch.

GRACE LINE, Publicity Department, 30 Rockefeller Plaza, New York, N. Y. Free loan, 16 mm. and 35 mm. silent and sound-on-film. User pays return transportation.

Colorful Guatemala.—35 mm., 1 reel, sound, free loan, in color. Shows many interesting facts about Guatemala.

FRENCH LINE, 610 Fifth Avenue, New York, N. Y. Free loan, 16 mm. and 35 mm. silent and sound, safety stock. Borrower pays transportation both ways. Prints available through branch offices. Films pertain mainly to France.

"Normandie."—16 mm., 2 reels, silent, free loan. Maiden voyage of the S. S. Normandie.

F. C. PICTURES CORPORATION, 505 Pearl Street, Buffalo, N. Y. Rent and sell 35 mm. silent and sound-on-film. Prices vary. Many pertain to travel and geography of the world.

The Market Place of the Nation.—35 mm., 1 reel, all talking. Rental, \$3; sale price, \$40. Made recently. An interesting film showing the New York Stock Exchange in operation.

A Trip to Wall Street.—35 mm., 2 reels, silent. Rental for both reels, \$4; sale price, \$50 the set. Similar to the above film but in addition shows other scenery in the vicinity of Wall Street, including the Treasury Building and many others.

CUNARD WHITE STAR LINE, Motion Picture Division, 25 Broadway, New York, N. Y. Free loan, 35 mm. silent, non-inflammable; 35 mm. sound-on-film, inflammable and

safety; and 16 mm. silent, non-inflammable. Literature available for distribution. Some prints available at branch offices. Films pertain to all parts of the world. User pays return transportation charges.

Launch of the "Queen Mary."—16 mm. and 35 mm., 1 reel, silent, non-inflammable, free loan. Ceremonies of the launch at Clydebank, Scotland, on September 26, 1934, in the presence of the King and Queen of England.

LENAUER INTERNATIONAL FILMS, INC., 202 West 58th Street, New York, N. Y. Sound films for rent or sale; prices vary according to length. Films pertain to Europe, particularly Austria, Russia, and France. Some in native dialogue, others with musical background but no dialogue, and many with English titles. For complete details refer to their listings.

AMKINO CORPORATION, 723 Seventh Avenue, New York, N. Y. Rent 35 mm. sound and silent; prices vary. Distributors for North and South America. Pertain mainly to Russia. See "Amkino, Release List."

The Five-Year Plan; Russia's Remaking.—35 mm., 8 reels, sound. Rental fee not listed. Gives a bird's eye, cross-section view of the entire Russian Economy, accompanied by an explanatory lecture.

FRANK R. CHURCH, 829 Harrison Street, Oakland, California. 16 mm. silent, rent and free loan. Pertain mostly to the United States. Rentals vary from 50 cents to \$1. For details refer to their listings.

BASS CAMERA COMPANY, 179 West Madison Street, Chicago, Illinois. 16 mm. silent and sound-on-films, non-inflammable. Rent: prices vary. Suitable for commercial geography. See "Bass 16 mm. Film Rental Library."

J. H. HOFFBERG CO., INC., 729 Seventh Avenue, New York, N. Y. Sell 16 mm. sound talking pictures; prices vary. Many pertain to commercial geography. See "Catalogue of 16 mm. Talking Pictures."

Hollywood Magic.—16 mm., 1 reel, sound. Sale price, \$30.75. An intimate exposé of tricks used in making motion pictures.

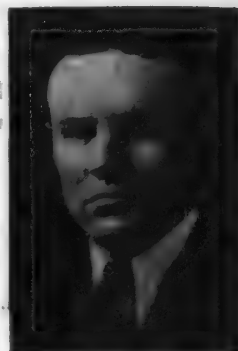
• THE Hamilton School of Commerce, Mason City, Iowa, moved to larger quarters at the beginning of the school year. This is the fourth time the school has had to move in order to accommodate increased enrollment.

James M. Thompson

DR. JAMES M. THOMPSON,

who for several years has been a member of the faculty of New York University, has joined the faculty of Illinois State Teachers College, Charleston, where he will organize a commercial teacher training department. His official title is Assistant Professor and Head, Department of Commercial Teacher Training.

Dr. Thompson has taught in five different high schools and universities and his varied experience in commercial work well fits him for his new post. He holds degrees from Nebraska State Teachers College, Colorado State College of Education, and New York University. Dr. Thompson is author of the Thompson Business Practice Tests.



JAMES M. THOMPSON

JOHN R. HUMPHREYS, a prominent commercial educator of the West, died in Stockton, California, on August 26.

Mr. Humphreys went to Stockton in 1896, after having taught in the public schools of Kentucky and of his native state, Virginia. In Stockton, he was first associated with the old Stockton Business College and then with the Western School of Commerce. For some years he operated the Western Normal, and later the Stockton College of Commerce. Three years ago, he opened the Humphreys School of Commerce, which has been operated by his son, John R. Humphreys, Jr., since his illness began last March.

Mr. Humphreys was an active member of the Stockton City Board of Education for sixteen years and served for five years as its president.

He is survived by his widow, Lena Mannelin Humphreys, a daughter of pioneer parents; by his son and three daughters; and by two brothers and two sisters.

A Correction

THE September BEW (page 56) stated that Benjamin R. Haynes was formerly an associate professor at the University of Southern California. Dr. Haynes held the rank of professor at that institution.



Supplementary Materials

*A Monthly
BEW Service*

For Business Education

JOSEPH DEBRUM

THE compiler of the data in this department is being guided by three factors—recency, usability, and authenticity. Teachers want current materials, so listings from organizations are being obtained each month at the latest possible date before publication. Samples of all materials available are being received, evaluated, and then listed or discarded. Permission from each organization is obtained before any information is prepared for the magazine.

Please write requests on official school stationery. Be reasonable in your demands. Do not ask for supplies for every member of your class. All materials listed are free unless otherwise specified.

This installment and the one for next month are devoted to sources of travel information.

Air Travel

TWA News Bureau, Municipal Airport, Kansas City, Missouri.

1. "How to Fly," a large color booklet showing cutaway view of a giant new TWA Skysleeper. Contains close-up views showing comforts of air travel. Includes humorous air-route map of the United States. A truly valuable publication.

2. A 44-page mimeographed compilation covering practically every phase of airline operation as observed on TWA coast-to-coast routes. Deals with such topics as "How Air Transportation Began in the United States," "What Makes the Airplanes Fly," "The Weather," and "The Future of Air Transport." Very informative.

Bus Travel

The Gray Line Association, Inc., Hotel LaSalle, Chicago, Illinois.

A special type of travel service—sight-seeing tours—is offered by the Gray Line. Illustrated folders describing more than forty-five scenic trips are available. Ask also for "¿Mexico? Si, Señor," a cleverly prepared booklet with fully explained itineraries.

Traffic Department, Interstate Transit Lines, Union Pacific Stages, Inc., 22d and

Leavenworth Streets, Omaha, Nebraska.

1. Folder outlining eight different vacation tours.
2. Cutaway picture showing the outstanding features of a "supercoach."
3. Bulletin, "Preview Your Trip Across America by Bus."
4. Supply of folders describing principal western cities and vacation lands will be sent if especially requested.

Advertising Department, Santa Fe Trailways, 419 West Second Street, Wichita, Kansas.

1. Sample copy of "Trailways," a travel magazine.
2. Complete bus time-table.
3. A 15- by 8½-inch map of the United States showing the standard time divisions and some of the transcontinental bus routes.
4. Folder of Fred Harvey Hotels and Dining Stations. Explains how bus travelers get meals. Contains typical menu.
5. Miscellaneous travel booklets.

Development of Travel

Fisher Body Craftsman's Guild, 3044 West Grand Boulevard, Detroit, Michigan.

1. "An Outline History of Transportation from 1400 B. C." This is a 67-page account of human travel and transport and how they have advanced civilization. An excellent piece of research, written on the senior high school level, rich in illustrations. Includes such chapters as "A Muddy World," "The Triumph of Steam," "Motoring Started with Bicycles," and "Trucks—Airplanes—Streamlined Trains."

Train Transportation

News Bureau, Union Pacific Railroad Company, Omaha, Nebraska.

1. Bulletin, "Brief History of the Union Pacific, First Transcontinental Railroad in the United States."
2. Set of booklets showing by the use of pictures the modern accommodations of the streamliners.
3. Folder showing diagrammatically car arrangements of the Union Pacific fleet of streamliners.
4. Set of beautifully prepared travel brochures. Includes such titles as "Dude Ranches," "Colorado," and "California."
5. Fifty-page booklet, "Summer Tours," filled with natural color photographs.
6. Set of booklets entitled "Romance of Transportation." These are short narratives based on a series of radio programs broadcast by Union Pacific.

Equitas Subvenit Vigilantibus Non Dormientibus

CUDDIE E. DAVIDSON

THE ancient adage, "The race is ever to the swift," finds its counterpart in the legal maxim, frequently applied by courts of chancery, "Equity aids the vigilant, not the slothful."

While the law does not directly reward the alert, it does, nevertheless, penalize litigants who are needlessly derelict in asserting their rights, by denying relief where there is a lack of diligence shown in seeking the aid of the courts. Such persons are deemed guilty of *laches*.

In a general sense, *laches* is defined as the neglect, for a reasonable length of time, under circumstances permitting diligence, to do what in law should have been done; in brief, inexcusable delay in asserting a right. Strictly construed, no right is absolute; it is to be considered in relation to the rights of others. A right may be waived entirely, or become inferior, because of neglect or the intervention of superior rights of others.

We find, then, that the broad, general principle underlying this maxim concerning *laches* is based on the experience that men, as a rule, are energetic in protecting themselves against threatened injury, alert in righting their wrongs, diligent in asserting their rights.

Apathy or indifference, constituting a departure from this common course of conduct, becomes the object of suspicion of courts of equity. A neglected right is considered a weak one, casting a doubt on the sincerity of motive of the litigant, and causing the court to measure carefully any right asserted at an unduly late hour.

It is elemental that equity provides relief only where there is no adequate remedy at law. Perhaps the two most common illustrations are: (1) injunction—the prohibition or restraining of contemplated acts likely to result in injury to others; and (2) mandamus—an affirmative remedy, compelling performance of an obligation where damages, resulting from non-performance, could not be measured in terms of a money judgment.

As a prerequisite to the invocation of the aid of either of these extraordinary writs, the applicant must show, among other things, that he has brought his action or made his application at the earliest possible moment.

From this we are not to conclude, however, that whether or not one is guilty of *laches* is purely a matter of lapse of time. Obviously, what amounts to undue delay in one set of facts may constitute the utmost diligence in another instance.

It would seem, rather, that neglect in asserting a right should first be weighed in the light of certain essential considerations, in determining whether the neglect amounts to such *laches* as will defeat the application. These considerations are:

1. Have the rights of others intervened between the time of the accrual of the basic right and of the application for the relief?
2. Have time and circumstances altered the status of the litigants since the time of the first opportunity for seeking relief?
3. Has the applicant stood idly by, permitting another to injure him unnecessarily before the restraint is applied?

If any of these questions can be answered in the affirmative, it is safe to say that the applicant has been sufficiently slothful to warrant the court in refusing him aid.

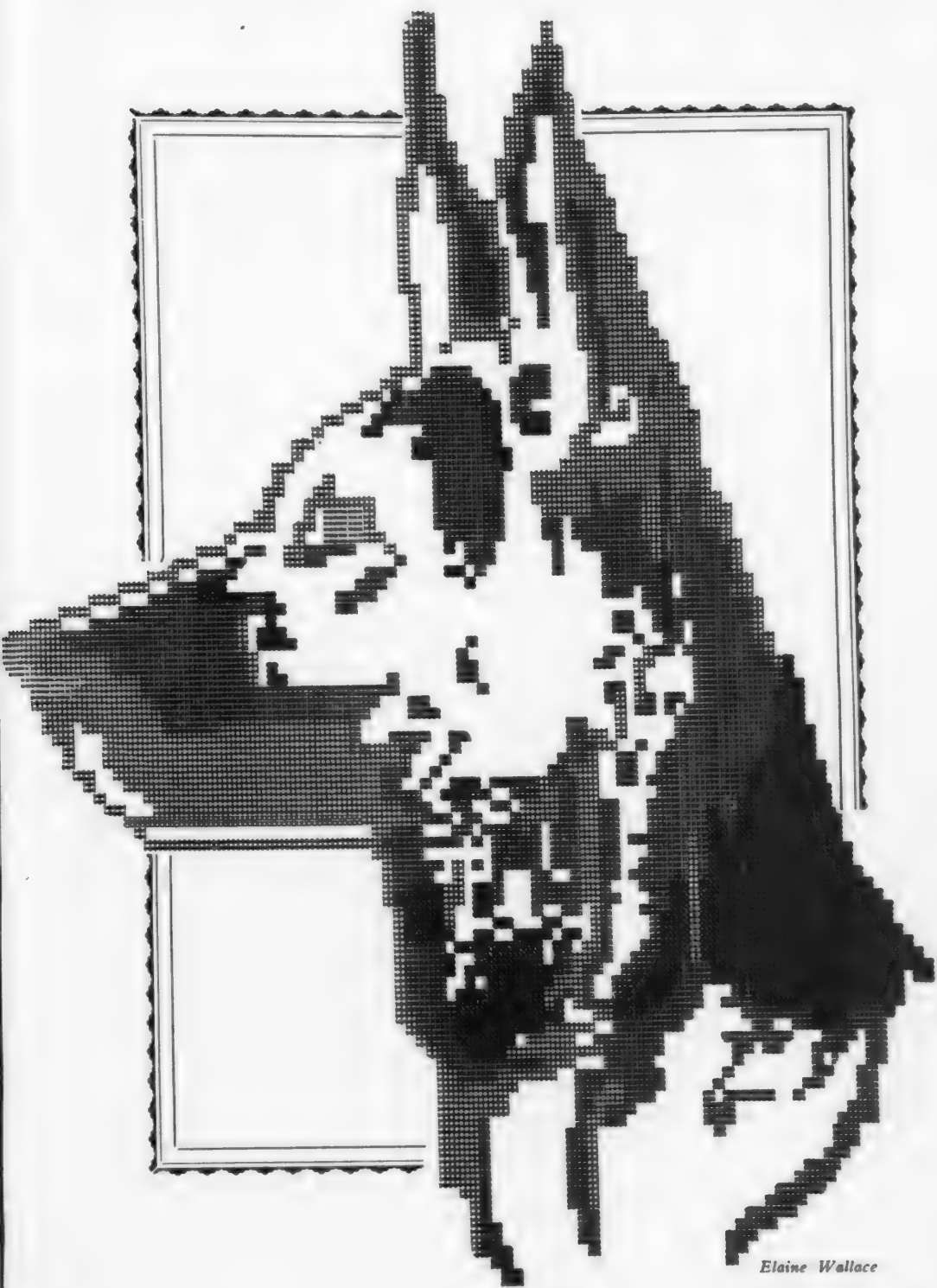
This Month's Typewriting Design

THIS month's design was made with X, B, C, @, and the hyphen. It contains 92 spaces vertically and 96 spaces horizontally. It was typed in five hours.

Sometimes our students become so engrossed in the quest for speed and accuracy that artistry falls into third place. From the very beginning, all through the course, let us give attention to even touch, even margins at both sides, indentation of paragraphs, proper spacing, and clean type.

Every typing student should have as his motto, "Be your own first judge."—Margaret M. McGinn, Bay Path Institute, Springfield.

ARTISTIC TYPEWRITING



Elaine Wallace



n the *Lookout*

Archibald Alan Bowle

Let Mr. Bowle help solve your equipment and supplies problems. He'll be glad to hear from you



7 Static in your mimeograph need trouble you no more, now that the Midget Static Eliminators are being introduced by the Simco Corporation. They are small bars, the outer casing of brass, with a series of holes drilled in it. This brass casing houses a complete bar suitably insulated. The bars can be installed at any point in a machine and will operate efficiently as long as the holes in the bar point toward the paper to be discharged. This sounds like a good idea to us.

8 Removable cowls are a new feature of the Woodstock typewriters. These cowls cover the type and shield eyes from distracting type-bar action. The cowl can be removed easily to make the type completely accessible for cleaning.

October, 1937

A. A. Bowle
The Business Education World
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below.
7, 8, 9, 10, 11, 12

Name

Address

9 With the new year in the offing, perhaps the Ever Ready desk calendar with clock is something to keep in mind. The clock is mounted on a plate, and can be affixed to any 5- by 8-inch calendar. The clock unit is sold separately (if you already have the calendar) and it may be ordered by specifying style No. 50.

10 A pianist who strengthened his fingers by playing in mittens has invented a Technic Glove for typists to use in strengthening the weaker fingers. The inventor, Henry Scott, suggests that only a few minutes' daily use is required to strengthen the fingers remarkably and thus enable the typist to increase his speed.

It seems to us that gloves might be very well for serious typists with their minds on their work. We wonder, though, how many budgets would be turned out by some of our restless young learners who already think that almost everything is funny.

11 From Paris comes news of a typewriter attachment that you will probably never need—it codes and decodes secret messages. With the device, called Japy-Crypto, material can be transcribed directly from text to form messages or records indecipherable by those who have not the key.

The principle of the device is jumbled-alphabet writing. It can establish a pattern or "jumble," break it up, and reestablish it. The recipient of the message, with a like device and the key, can set his own attachment to function in the same way for decoding.

12 While we are on this subject of foreign inventions, let us present Nototyp-Rundstatler, a music-writing typewriter, with four banks of keys and a simple shift. It can write all note values to sixty-fourths, chords, key signatures, volume indicators, and time indicators. Nototyp-Rundstatler GMBH, Berlin W35, Lutzowstrasse 112.—B may be a product of the coding device mentioned in the preceding paragraph, but we have been informed that it is the address of the manufacturers of the music typewriter.



Fifth International Schools Contest

THE FIFTH International Commercial Schools Contest was held at the Sherman Hotel in Chicago, June 24 and 25.

The many details of the contest were ably handled by an executive board composed of W. C. Maxwell, of Hinsdale (Illinois) High School, chairman, who has conducted the Illinois state contests for many years; D. C.

Beighey, Western Illinois Teachers College, Macomb, Illinois; and Lillian Murray, East Peoria (Illinois) High School. The advisory board of the International Commercial Schools Contest Committee is headed by George R. Tilford, of Syracuse University, who is in charge of New York State commercial contests. The official report follows.

AWARDS FOR HIGH-RANKING SCHOOLS

"First Grand Prize School Trophy," John Hay High School, Cleveland, Ohio; "Second Grand Prize School Trophy," University of Washington, Seattle, Washington; "Third Grand Prize School Trophy," Wilcox College of Commerce, Cleveland, Ohio.

SHORTHAND

The penalty for each error, typographical or transcription, was weighed at the rate of five words per error, deducted from the gross transcription to give the net rate.

70-Word Rate, Division I, High School Class A (Novice 2 Semesters)			
Rank	Contestant	School and Instructor	Net Rate
1	Mary M. McConn.....	High School, Danville, Indiana. Robt. J. Lanum.....	45.1
2	Elizabeth Ponomaryk.....	John Hay High School, Cleveland. E. Eloise Hess.....	41.4
3	Helen Vavrek.....	John Hay High School, Cleveland. E. Eloise Hess.....	40.3
100-Word Rate, Division II, Business College Class A, (Novice 2 Semesters)			
1	Helen Rolph.....	Wilcox Business College, Cleveland. Catherine Herring.....	29.5
2	Regina Tyrrell.....	Lake College of Commerce, Waukegan, Illinois. Helen Quarnstrom.....	26.9
3	Kathryn Mayninas.....	North Park Business College, Buffalo. Jean Summers.....	22.8
100-Word Rate, Division I, High School Class B (Amateur 4 Semesters)			
1	Phyllis Abersold.....	John Hay High School, Cleveland. E. Eloise Hess.....	58.7
2	Jean Thompson.....	John Hay High School, Cleveland. E. Eloise Hess.....	49.8
3	Viola Ludwig.....	Siena High School, Chicago. Sister Mary Hiliary.....	48.4
120-Word Rate, Division I, High School Class C (Open)			
1	Pearl Wenner.....	John Hay High School, Cleveland. E. Eloise Hess.....	67.4
2	Theodore Thomas.....	John Hay High School, Cleveland. E. Eloise Hess.....	61
3	Thomas Chevako.....	John Hay High School, Cleveland. E. Eloise Hess.....	58.5
150-Word Rate, Division II, Business College Class C (Open)			
1	Ginevra Wilcoxsen.....	Business College, Kewanee, Illinois. Elizabeth Head.....	45
2	Alice Vanderwere.....	Wilcox Business College, Cleveland. Catherine Herring.....	24
3	Helen Coski.....	Wilcox Business College, Cleveland. Catherine Herring.....	10
150-Word Rate, University			
1	Sylvanus Comer.....	Central Normal College, Danville, Indiana. Blanche M. Wean..	28
2	Margaret Huxford.....	Central Normal College, Danville, Indiana. Blanche M. Wean..	22
3	Margaret Frazer.....	Central Normal College, Danville, Indiana. Blanche M. Wean..	19

TYPEWRITING

The typewriting test consisted of 10 minutes of letter writing with tabulations copied from set-solid manuscript and 15 minutes of straight copy. The complete test was scored on the stroke basis, fifty strokes deducted from the gross strokes for each error.

Division I, High School Class A (Novice 2 Semesters)			Net Rate		Test
Rank	Contestant	School and Instructor	Straight	Letters	Average
1	Wallace Currie.....	High School, South San Antonio, Texas. B. W. Quinn.....	73	42	57
2	Florence Gaake	John Hay High School, Cleveland. Mae E. LaMotte.....	69	42	56
3	Rachel Post	Lincoln High School, Tacoma, Washington. Nellie Merrick.....	66	48	57
Division II, Business College Class A (Novice 2 Semesters)					
1	Ethel Gensur.....	Wilcox Business College, Cleveland. Dorothy Dow.....	68	35	52
2	Theda Snyder.....	Henager Business College, Salt Lake City. J. C. Henager.....	66	35	51
3	Alice Gross.....	Success Business University, Seattle. Sadye Robinson.....	63	33	48
Division III, University Class A (Novice 2 Semesters)					
1	Beth Mayo.....	University of Washington, Seattle. August Dvorak.....	69	48	59
2	Jane Perkins.....	University of Washington, Seattle. August Dvorak.....	65	48	57
3	Audry Roberts.....	Central Normal College, Danville, Indiana. Blanche Wean.....	44	30	37
Division I, High School Class B (Amateur 4 Semesters)					
1	Yvonne Aubry.....	Lincoln High School, Tacoma. Nellie Merrick.....	84	70	77
2	Florence Offtermatt.....	John Hay High School, Cleveland. Mae E. LaMotte.....	80	42	61
3	Stella Pajunas.....	John Hay High School, Cleveland. Mae E. LaMotte.....	78	48	63
Division II, Business College Class B (Amateur 2 Years)					
1	Elmer Adams.....	Lake College of Commerce, Waukegan, Illinois. Helen Quarnstrom.....	76	50	63
2	Floy Avey.....	Brown's Business College, Rockford, Illinois. Alva Stucky.....	69	52	61
3	Alice Gross	Success Business College, Seattle. Sadye Robinson.....	63	43	53
Division III, University Class B (Amateur 4 Semesters)					
1	Beth Mayo.....	University of Washington, Seattle. August Dvorak.....	69	48	59
2	Jane Perkins.....	University of Washington, Seattle. August Dvorak.....	65	48	57
3	Marian Curtin.....	University of Washington, Seattle. August Dvorak.....	63	42	53
Division I, High School Class C (Open)					
1	Marjorie Eisenegger.....	John Hay High School, Cleveland. Mae E. LaMotte.....	102	69	86
2	Dorothy Dugas.....	John Hay High School, Cleveland. Mae E. LaMotte.....	91	63	77
3	Ruth Kazmer.....	John Hay High School, Cleveland. Mae E. LaMotte.....	89	65	77
Division II, Business College Class C (Open)					
1	Marjorie Howe.....	Henager Business College, Salt Lake City. J. C. Henager.....	95	67	81
2	Olive MacDonald.....	Knapp Business College, Tacoma. Jessie Knapp.....	94	63	78
3	Harriet Knorpp	Huff College, Kansas City, Missouri. Maude Trumbeau.....	91	64	77
Division III, University Class C (Open)					
1	Lenore Fenton.....	University of Washington, Seattle. August Dvorak.....	103	89	96
2	Raphael Kuvshinoff.....	University of Washington, Seattle. August Dvorak.....	97	83	90
3	Sylvanus Comer.....	Central Normal College, Danville, Indiana. Blanche M. Wean.....	70	51	61

DICTATING MACHINE TRANSCRIPTION

Division I, High School Class A (Novice 2 Semesters)

Rank	Contestant	School and Instructor	Net Rate
1	Casimira Podulski.....	John Hay High School, Cleveland. Anthony L. Cope.....	67
2	Adele Mitchell.....	John Hay High School, Cleveland. Anthony L. Cope.....	58
3	Mildred Schnitzer.....	Tuley High School, Chicago. Eileen Stach.....	54

Division II, Business College Class A (Novice 2 Semesters)

1	Alice Gross.....	Success Business University, Seattle. Sadye Robinson.....	56
2	Maxine Butler.....	American Institute of Business, Des Moines. Kathryn Holland..	53
3	Ethel Gensur.....	Wilcox Business College, Cleveland. Dorothy Dow.....	34

Division III, University Class A (Novice 2 Semesters)

1	Beth Mayo.....	University of Washington, Seattle. August Dvorak.....	55
2	Charlotte Anderson.....	University of Washington, Seattle. August Dvorak.....	38
3	Audry Roberts.....	Central Normal College, Danville, Indiana. Blanche Wean.....	27

Division I, High School Class C (Open)

1	Marjorie Eisenegger.....	John Hay High School, Cleveland. Anthony L. Cope.....	82
2	Yvonne Aubry.....	Lincoln High School, Tacoma. Nellie Merrick.....	75
3	Emily Svoboda.....	John Hay High School, Cleveland. Anthony L. Cope.....	72

Division II, Business College Class C (Open)

1	Gordon Smith.....	Success Business University, Seattle. Sadye Robinson.....	67
2	Alice Gross.....	Success Business University, Seattle. Sadye Robinson.....	56
3	Helen Snowden.....	Wilcox Business College, Cleveland. Dorothy Dow.....	51

Division III, University Class C (Open)

1	Lenore Fenton.....	University of Washington, Seattle. August Dvorak.....	87
2	Raphael Kuvshinoff.....	University of Washington, Seattle. August Dvorak.....	82
3	Beth Mayo.....	University of Washington, Seattle. August Dvorak.....	55

MACHINE CALCULATION

Division I, High School Class A (Novice 2 Semesters)

			Grade
1	Sue Palicka.....	John Hay High School, Cleveland. Mae E. LaMotte.....	86
2	Irene Varga.....	John Hay High School, Cleveland. Mae E. LaMotte.....	84

Division II, Business College Class A (Novice 2 Semesters)

1	Dorothy Urbas.....	Wilcox Business College, Cleveland. W. M. Smith.....	92
2	Olive J. MacDonald.....	Knapp Business College, Tacoma. Jessie Knapp.....	88
3	Gordon Smith.....	Success Business University, Seattle. Sadye Robinson.....	73

BOOKKEEPING

Division I, High School Class A (Novice 2 Semesters)

			Grade
1	Irene Varga.....	John Hay High School, Cleveland. Howard E. Wheland.....	86
2	George Kaspar.....	Proviso High School, Maywood, Illinois. G. R. Gomery.....	83
3	Frank Sulkey.....	John Hay High School, Cleveland. Howard E. Wheland.....	80

Division II, Business College Class A (Novice 2 Semesters)

1	George Staskus.....	Wilcox Business College, Cleveland. D. W. Clinger.....	80
2	Herbert Taylor.....	Professional School of Accounting, Cleveland. Howard Wheland..	75
3	Dominic Cervas.....	Wilcox Business College, Cleveland. D. W. Clinger.....	72

Division III, University Class A (Novice 2 Semesters)

1	Marguerite Fraser.....	Central Normal College, Danville, Indiana. Blanche M. Wean....	79
2	Merrill Miller.....	Central Normal College, Danville, Indiana. Blanche M. Wean....	52

Division I, High School Class B (Amateur 4 Semesters)

1	Jane Borawski.....	John Hay High School, Cleveland. Howard Wheland.....	89
2	Louis Toth.....	John Hay High School, Cleveland. Howard Wheland.....	87
3	William Phillips.....	John Hay High School, Cleveland. Howard Wheland.....	86

Division II, Business College Class B (Amateur 4 Semesters)

1	Robert Gillespie.....	Wilcox Business College, Cleveland. Frank W. Konz.....	80
2	F. Ciernoczkowski.....	Wilcox Business College, Cleveland. Frank W. Konz.....	76
3	Charles Hollis.....	Wilcox Business College, Cleveland. Frank W. Konz.....	69

Business College—Open Event

1	John Pal.....	Professional School of Accounting, Cleveland. Howard Wheland..	96
2	Mike Krause.....	Professional School of Accounting, Cleveland. Howard Wheland..	94
3	Joe De Luca.....	Professional School of Accounting, Cleveland. Howard Wheland..	84

The Lamp of Experience

Harriet P. Banker, Editor

I have but one lamp by which my feet are guided, and that is the lamp of experience.

—Patrick Henry.



WHEN I feel the need of "spurring on" my classes in typewriting a bit, I try the plan of giving them as nearly as I can a typical day in a business office. I tell them about the plan a few days in advance, and read to them the points that they will have to check on their score sheets.

As the students enter the classroom, each one is given a mimeographed sheet of instructions. Both beginning and advanced students work for the following points:

- 25 points for checking the score sheet
- 5 points for each mailable letter
- 25 points for completing 10 letters in 1 hour
- 25 additional points if 15 letters are completed

150 possible points

The letters assigned are set up according to instructions—in semiblock, full block, indented, or overhanging paragraph style.

Below is a partial list of the points to be checked on the score sheets:

1. I spoke courteously to my employer (the instructor) as I entered the room.
2. I punched the time clock when I came to work. (This is done by the student's writing his name and the time of his arrival on the black-board.)
3. I had all my materials in place and ready for work when the final bell rang at the opening of the period.

4. I tried to arrange all my work neatly and attractively on the page.
5. I did not borrow equipment from neighbors.
6. I did not disturb other workers by talking or laughing during the period.
7. I indicated at the top of each letter the number of erasures in it.
8. I signed my employer's name, followed by my initials, in the proper space on each letter.
9. I addressed all the envelopes that were given to me and placed my employer's return address in the upper left-hand corner.
10. I tried to work diligently throughout the hour.
11. At the rate of 5 cents for each letter that I consider mailable, I should receive for my hour's work.
12. I have tried to fill out all blanks accurately and honestly.

The students catch the spirit of the occasion and work with a great deal of interest and enthusiasm.—*Grace Oldham, Yuma (Colorado) High School.*

Three Interesting Devices

THE following paragraphs describe several interesting motivating devices written and used by students in the advanced typing class at Indiana State Teachers College, Terre Haute.

Speedy Boatmen

The chart for Speedy Boatmen is a clever arrangement with perforations for the insertion of the individual boats as they speed along in the race toward the goal, "Perfection Isle." Each student pilots her own boat, readily recognized by the color of the sail, as rapidly and as accurately as she can to Perfection Isle, a distance of 3,200 strokes. The distance covered is measured by the gross strokes attained on four 3-minute tests.

The maximum number of errors on each test is three (each error is penalized fifty points); if more than three errors are made, two additional points are deducted from the gross strokes to show that the student lost control of her boat. One point is also deducted for failure to observe any of the following rules: sit erectly at the machine with both feet on the floor; throw the carriage with a quick blow;



use good technique; exhibit self-control; keep eyes on the copy.

The materials used are a chart of poster cardboard to represent the sea and small boats with sails of different colors. The chart is divided into four sections, each section representing a refueling station. As the speed increases, the boats are moved up by means of the perforated slots. All the boats are placed at the starting point, "Take-off Pier." The first stop is made at "Concentration Village," a distance of 800 strokes. The next stop is at 1,600 strokes, or at "Speed Harbor"; the third is "Accuracy Bay," a distance of 2,400 strokes; and the final stop is "Perfection Isle," a total of 3,200 strokes.

The scores are recorded on the chart at the end of each test. The winner of the race is awarded the title of "Speed Urchin" and receives a Certificate of Honor from the City of Commerce, County of Typewriting. The

3200	PERFECTION ISLE			
3000				
2800				
2600				
2400	Accuracy Bay			
2200				
2000				
1800				
1600	Speed Harbor			
1400				
1200				
1000				
800	Concentration Village			
600				
400				
200				
Smith Jones Taylor Lewis				
TAKE-OFF PIER				

CITY OF COMMERCE
COUNTY OF TYPEWRITING

THIS CERTIFIES that on this____day of____, 19____,
____ was awarded the title of "Speed
Urchin," and also this "Certificate of Honor"; known to be
the person having observed the following rules:

1. Sits erectly at the machine with both feet on the floor.
2. Throws the carriage with a quick, sharp blow.
3. Uses the correct technique; that is, uses the correct fingers in the manipulation of the characters on the typewriter.
4. Exhibits good self-control during time test.
5. Keeps the eyes on the copy.

IN WITNESS whereof our signatures are hereunto fixed at
_____, this____day of
_____, 19____.

Stunt Instructor

Typewriting Instructor

_____(L. S.)

illustrations show the chart, the Honor Certificate, and a typical boat used in connection with the chart.

Swimming the English Channel

This game is a contest in speed and accuracy. Those competing take off from the coast of France and swim toward the English shore. The Channel is swum in a series of three tests: the first, 3 minutes long; the second and third, each 2 minutes. If the distance is not covered in three tests, another short test may be given. Solid matter is the best type of material and it is advisable to use different copy each time. Every twenty-five words represent a meter.

If one or two errors are made, fifty strokes are deducted for each error. Where there are more than two errors, the paper counts one-half, and the condition is described as being forced back by the waves, being out of breath, or floating. Additional points may be taken off for faulty technique at the machine.

A chart, either made of cardboard or drawn in colored chalk on the blackboard, is

used for scoring. The competitors' names are listed one under the other. The total distance covered in the race is marked off in spaces, each representing twenty-five words up to and including 200 words. Horizontal lines are drawn and extended to show each contestant's progress.

Basketball

In this game, the students are encouraged to type accurately. The class is divided into two teams and the game is played in quarters of 1 minute each. During the first half, the teams type the following sentence:

If you do your work as well as a wise old owl you are sure to please.

During the second half, they type the following sentence:

We should do the things which give us the best chance for success.

A period is placed at the end of each sentence.

A perfect paper scores a field goal (two points). A paper with one error scores a

MODERN EDUCATION DEMANDS

that students be prepared for their part in the drama of life. This is especially true of their vocational training.

Are you offering your pupils the opportunity that

VARI-TYPER

(The Office Composing Machine)

gives to Operators, Composers and Varitypographers in a field that is in dire need of workers? **INFORM THEM!** Send for complete information on the Composing Machine and the opportunities.

Ralph C. Coxhead Corporation 17 Park Place New York City
Gentlemen: Please send complete information about Varityper.

Name _____ School _____

Position _____ Address _____

This advertisement composed on the Varityper Composing Machine.

free toss (one point). A paper containing more than one error does not score. The team having the highest score at the end of the game wins. The individual having the highest score is high-point man. A diagram on the blackboard is used for keeping the scores.—*Irma Ehrenhardt, Associate Professor of Commerce, Indiana State Teachers College, Terre Haute, Indiana.*

Criticism, Suggestion and Advice

TEACHERS of advertising and of business English may obtain from Charles E. Bellatty, of Boston University, semimonthly bulletins for use in classrooms or for home work planned to be used in connection with current issues of the *Saturday Evening Post*.

Criticism, Suggestion and Advice is the title of the bulletin, now in its eighth year. It is

distributed free. Teachers should write immediately to Charles E. Bellatty, 525 Boylston Street, Boston, Massachusetts, stating the number of copies they need.

Changes in Two Publications

THE Department of Secondary School Principals of the National Education Association announces two changes in its publications as follows:

The *Bulletin*, heretofore issued to members five times a year, will hereafter be published eight times a year (October to May), with added features and news notes.

Student Life, the first issue of which appears this month, takes over *Student Leader*, and is expanded to serve as an organ of the National Association of Student Officers and of the National Honor Society, as well as to cover aspects of student life in our secondary schools.



certificates and seals for distribution to members of the class. Incidentally, this plan in some ways enhances the value of the project in that it sets up within the class a student-managed business activity.]

DEAR MR. BLANCHARD:

I have read with interest your letter of September 6, referring to special features of the September *BUSINESS EDUCATION WORLD*, and last night I read that issue through pretty carefully. I think it an exceedingly interesting number. I also think you are preparing a lot of grief (in the form of labor like unto sawing wood and digging potatoes) for yourself, in your plan to issue certificates of achievement to students.

What Doctor Douglass is undertaking to do is of very real interest to me. It is evident that he has been making contact with many thoughtful teachers, if I may judge by the questions he has posed in this September issue. I shall follow it with interest.

Meanwhile, I want to tell you that, by all odds, the most delightful (to me) feature of the September issue is Miss Hutchinson's article under the caption, "English Power in Transcription." She is a master of the written word, and I am writing to her today to tell her that I think her happy phrase, "epicurean exactitude," applied to the output of Doctor Fosdick and Alexander (the great) Woolcott, is a stroke of genius. I do not think I have ever met Miss Hutchinson, but every feature, in the picture you have given your readers, radiates sympathetic, high intelligence.—*E. E. Gaylord, Director, Commercial Department, High School, Beverly, Massachusetts.*

[EDITOR'S NOTE—Correspondence with the BEW editorial staff is welcomed. You will find our columns always open to constructive discussion of matters pertinent to business education.]

DEAR MR. BLANCHARD:

I have read with a great deal of interest your certification and awards service in the BEW. I think it is a very good plan. I know it will do a great deal to raise the standards of commercial education throughout the United States. I have very high hopes that we can use it here in Boston.

Unfortunately, under our regulations the pupils will have to take part individually. The teachers may bring this certification plan to the attention of the pupils, but may not act collectively for them.

You may quote me as very much in favor of the plan.—*Louis J. Fish, Director of Commercial Education, Boston, Massachusetts.*

[EDITOR'S NOTE—In those school systems having a regulation similar to the one mentioned by Mr. Fish, the BEW will be glad to amend its rules so that a student representative appointed by the teacher may act for the teacher in all certification relationships with the BEW. All student papers and remittances can be sent through this student representative and we will mail to the representative cer-

Your Professional Reading

Jessie Graham, Ph.D.

Let Dr. Graham's authoritative reviews guide your professional reading. She is constantly on the lookout for new books, articles, and tests on business education.



Stories of American Industry

United States Government Printing Office, 1937, 100 pp., 10 cents. 25% discount for 100 or more.

To bring out the romance inherent in the growth of American industry, the United States Department of Commerce has been giving a series of weekly broadcasts.

These talks have been so popular and copies of them have been so much in demand that the first twenty-three have been put into a booklet.

This is an attractive booklet written in an appealing style. The fascinating stories are particularly attractive to modern youth. They would fit very well into a course in economic geography or in any general-business subject.

Aptitudes and Aptitude Testing

By Walter Van Dyke Bingham (National Occupational Conference), Harper and Brothers, 1937, 390 pp., \$3.

The counselor (and in these days of "education as guidance," every teacher is a counselor) needs every bit of information about this important subject of aptitudes and aptitude testing.

As Dr. Bingham is one of our country's leading psychologists, the material presented in this book may be accepted as authoritative.

Inspection of the table of contents reveals the breadth and importance of this field. The three parts are: aptitudes and guidance, orientation within the world of work, and the practice of testing.

One unusual and welcome feature of this treatment of testing is that published tests are frankly criticized. Too often lists of tests for various uses are presented,

with no indication to the reader of their validity and their value in a certain field.

For example, he names one test of "mechanical" aptitude that has been found by at least one investigator to correlate highly with clerical ability, and a "clerical" aptitude test that correlates positively with the performance of tool makers' apprentices. In the usual list of tests, each would be listed according to its name, with little indication of practical applications. In this book, Dr. Bingham cites various tests for aptitudes of each type and then makes his recommendations.

Not only tests for occupational groups are included, but also careful analyses of the aptitudes required.

The chapters on clerical aptitudes, if no others, should be read by teachers of business subjects to add to their knowledge about this field of work.

In the appendix, published tests are listed, together with mention of the circumstances under which they were tried and of the correlations found. Also included in the appendix are the Minnesota Occupational Rating Scales, listing many occupations and the ratings received by workers in abstract intelligence, musical talent, and artistic ability. This list and others included in the appendix are helpful to the counselor in guiding the pupil into the correct occupation.

Secondary Education for Youth in Modern America

By Harl R. Douglass, American Council on Education, 1937, 137 pp., \$1.

The American Youth Commission was organized in September, 1935, by the American Council on Education for the purpose of considering the problems of youth. Dr. Douglass has prepared for the Commission a résumé of facts and trends in secondary education as a basis for the work of the Commission. The general statements about education, of which the book is composed, are made in terms understandable by readers whether or not they have had professional training in education.

The seven chapters deal with basic theory, objectives, problems and needs of youth, current trends in American life, universal secondary education, implications for secondary schools, and basic theses and proposals.

In the first six chapters, each topic is outlined and brief discussions covering each subtopic are included. In Chapter VII, a summary of all principal statements made is given, together with suggestions for educational applications.

The chief emphasis of the book is on the provision of secondary education to suit all young people in adolescent years. If all young people are to be served, and they are not so served at the present time, the curriculum must be of the life-school type rather than the traditional book-centered, college-preparatory type.

Since in this brief compass Dr. Douglass presents facts and theories about all the basic elements of

secondary education and the contributing factors, it is impossible to discuss the proposals made in detail. As a matter of fact, a particularly excellent feature of the book is the presentation of concise, definite statements about the entire field of secondary education in a small book. It serves as a good overview of the field.

Here are just a few samplings representative of the ideas expressed:

Vocational education. "It is definitely questionable whether the school should attempt to extend its specific vocational offerings beyond a few fields, each of which should be: (a) one employing a fairly good percentage of workers in the locality and in the country as a whole, (b) one in which the vocational processes taught in the schools are not likely to be outmoded within the lifetime of the pupils in the schools today, (c) one in which the vocational processes can be taught in the school more effectively, or economically, or both, than in the vocation itself. . . ." (Page 94.)

Consumer education. "Still another promising approach is the long-time educational one, but perhaps even more effective, and certainly in conformity with American tradition, is the scientific education through the schools of all purchasers in the dangers of gullibility in such matters, and in the technical information enabling them to discriminate wisely. Here is a rich and inviting field for instruction in the natural sciences, the social sciences, and the household and industrial arts." (Page 50.)

Solution of the problem of proper distribution of economic goods and services. "While the education of the masses to the desired degree of intelligence in such matters is not a hopeful objective so long as these conditions exist, the school, as a social institution for the stabilization and improvement of society, must strive to make its greatest possible contributions. An equally promising approach, however, is to develop a generation of leaders inspired with the ideals of loyalty to the good of all. . . ."

These brief excerpts will give you an idea of the lines along which leaders are thinking relative to the problems for the solution of which we in business education feel that we have some contribution to make.

Ratings of Instructional Materials— A New Type of Consumer Service

Published by the Education Digest, Post Office Box 100, Ann Arbor, Michigan.

It is indeed unusual to find ratings of A, B, C, D, and E used for instructional materials. Few persons have the courage to publish such ratings after they are made. The *Education Digest* is performing this service through a committee of experts selected on a nation-wide basis. The identity of the raters is kept secret.

The textbooks and other instructional materials are rated on content, workmanship, interest, teachability, and attractiveness.

Thirteen items are rated in the June, 1937, issue. They include courses of study for elementary schools, reading books, mathematics texts, and books on education and educational psychology.

You and Your Telephone

Published by the New York Telephone Company, 140 West Street, New York, 13 pp., n. d., free.

"Phone as you would be phoned to" is the slogan of this booklet. It is a companion pamphlet to "The Voice With a Smile," which also may be obtained gratis from the New York Telephone Company.

Improvement of the sixty-five million telephone conversations that take place in our country every day is the purpose of this booklet.

The book is addressed to *you*. The style is conversational. Definite suggestions for sentences to be used over the telephone are given.

Young people getting ready for business positions—in fact, all people who use telephones—will find this an entertaining and useful pamphlet.

Exploring the World of Work—A Guidebook to Occupations

By G. Vernon Bennett and Georgia May Sacks, Society for Occupational Research, 643 West 34th Street, Los Angeles, California, 1937, 596 pp., \$2.75.

Books about occupations, as a rule, have one of two faults. Either they are encyclopedic in treatment, thereby not giving enough usable information about any one occupation; or they give complete details about only a small number of occupations. In "Exploring the World of Work," a happy medium has been reached.

Although almost two hundred occupations are described, enough facts about each occupation are given so that the young person consulting the book may gather sufficient information to give him a good idea of the occupation in question.

Occupations are grouped under nineteen general fields of employment.

Another good feature is the inclusion of 1,000 bibliographical references about occupations. These references are placed in appropriate chapters.

Under each group classification, there are descriptions of the occupations included in the group, a paragraph or two about the opportunities for women in each occupation, and a list of references.

The appendix contains an analysis of census statistics and an extensive list of occupations.

The Teacher and the Curriculum

By John P. Wynne (State Teachers College, Farmville, Virginia), Prentice-Hall, Inc., 1937, 440 pp., \$2.50.

This book is included here as a representative of recent publications setting forth new ideas of education. While Dr. Wynne accepts the broad view of the curriculum, he takes a middle-of-the-road position between the extremists on the one hand who say that education is life and those on the other side who declare that education is preparation for life.

In its broadest interpretation, "Curriculum" connotes not only subject matter to be learned, but also activities, method, organization, measurement, and even the teacher himself. Using this idea of the all-inclusiveness of curriculum, Dr. Wynne combines principles of education, curriculum-making, and method in one treatment. The purpose of this treatment is to furnish a foundation upon which the teacher may build his own philosophy of education.

Three phases of the curriculum are used as a background for the presentation: daily classroom problems, fundamental principles of procedure, and application of these principles to specific problems.

This is a good introduction to the newer education for both experienced and inexperienced teachers.

The National Business Education Quarterly

Vol. V, No. 4. "Training for Clerical Employment," Mary Stuart, issue editor, May, 1937, 64 pp. (Subscription included in \$1 membership dues of Department of Business Education of the National Education Association.)

We often mention the fact that more than 40 per cent of all business workers are "clerks," but we find only a small percentage of our literature dealing with clerical training.

In this issue of the *National Business Education Quarterly*, we find articles about the clerical curriculum, teaching the various units, personality development, and a bibliography. This is an especially valuable and practical issue of the *Quarterly*.

The Almanac of Office Equipment

Edward H. Harris Organization, 540 North Michigan Avenue, Chicago, Illinois, 1937, 384 pp., \$2.50.

Teachers of business machines are happy to see more and more books dealing with instruction on the various machines. This almanac was not prepared for school use, but it is a valuable reference book for every teacher of machines. Directions for caring for machines and techniques for using them are given. Each machine is illustrated with a photograph showing parts.

In addition to the chapters on machines, there is other material on "business helps" and the history of machines and writing.

An Introduction to Modern Education

Edited by Charles E. Skinner and R. Emerson Langfitt, D. C. Heath and Company, Boston, 1937, 491 pp., \$2.80.

While this book has been prepared as a text for an orientation course in education, it may be read with much profit by the experienced teacher, for the newer points of view about education are presented.

Education is looked upon as a social function. The book, therefore, emphasizes the new without omitting the still functional old.

Multiple authorship of books is becoming increasingly popular. It has the advantage of presenting the ideas of experts in each field. Eleven specialists in education contributed to this book, each one being responsible for one or more sections.

The keynote, "The school as a social institution," introduces the book. Then follow chapters on the rise of the democratic system, evolution of aims and methods, the school in the community, and scope and forms of schools. Next, the individual pupil and the nature of learning are considered, after which teachers and teaching practices are discussed.

Material on education and health, evaluation of the outcomes of instruction, educational progress, the philosophy of education, and some elementary statistical concepts close the book.

Anyone who is interested in getting clear and brief statements of present philosophies of education, or "integration," or any other general phase of education, will find them here, summarized by an outstanding educator.

Cooperative Training in Retail Selling in the Public Secondary Schools

By Glenn Oscar Emick, *Vocational Education Bulletin*, No. 186, *Commercial Series No. 10*, United States Department of the Interior, Office of Education, Superintendent of Documents, 1937, 195 pp. (paper bound), 20 cents.

This inexpensive publication contains material collected for Dr. Emick's dissertation at Indiana University. It is a complete study of cooperative training in retail selling and merchandising in the United States. It is illustrated with photographs of students working in stores.

In the introduction, Dr. Emick states that the study will be of practical use to school executives, administrators, supervisors, and patrons. Teachers should certainly be added to that list, for the great benefit they will derive from a study of their field and an account of classroom procedures.

This is a scholarly and comprehensive study of a field hitherto much neglected in the literature of business education. It is timely because of proposed federal aid for classes in distributive occupations.

SHORTHAND PRACTICE MATERIAL

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Seven Simple Letters

On the First Three Chapters of the Manual

Mr. Mark Kelly, Kane, Illinois. Dear Sir: The will of Dick Allen will be read today. When you come, I will be²⁰ at the train to greet you. At what hour will you be there? Yours truly, (31)

Nettie: Will all the men of the team come to the country today? Gail will be ready at eight to greet them. I will²⁰ be ready with cake and lemonade. Will they like that? A day here in the country will be a treat. Annie (39)

Ray: When I came to the country I had an attack of headache. The clean country air and fresh milk and cream helped me²⁰ to get well. I meant to remain a month, but I lacked the time and money. I will go in May. Will you go with me?⁴⁰ I can be ready by the middle of the month. Would that date be too late? Dick (54)

Dear Madam: When you come back from your trip, will you help me get ready for the Fair? I have been planning for it for¹⁰ a month. If you can help me, I shall be very happy. Yours truly, (32)

Dear Sir: I need money to pay for the goods that the Black Company are shipping me today. Your check will be a²⁰ great help. Can you let me have it today? Yours very truly, (35)

Dear Madam: Our place of business is a busy one this month. Your money will buy more here than any other place.²⁰ Come in and see our goods before it is too late. Yours truly, (35)

Amy: I am in favor of your plan to visit the steel works. It will be a treat to see the men at work. I²⁰ think Mr. and Mrs. Gates will be happy to go too. Nellie (31)

Let's Go Fishing!

By K. TIMMONS
In the Goldey College "Gist"

Getting a job these days is like going fishing. One needs good tackle, good bait, and a pond full of fish.

The tackle²⁰ and the bait were a major influence in my decision to attend a business school.

When one goes fishing for⁴⁰ a job the first question asked is, "What kind of bait and tackle do you have?" In other words, "What kind of person are⁶⁰ you?—what kind of training and experience have you?—what have you to offer?" If one can answer these questions⁸⁰ adequately, then the job can be obtained unless some faster fisherman has gotten ahead of you. That has been¹⁰⁰ my experience.

I was graduated from an academic college in 1934 and¹²⁰ went out as full of hope as the barefoot boy who starts fishing on a bright sunshiny day. I took my tackle and¹⁴⁰ bait and went whistling along. I fished all day unsuccessfully. "Big, motionless ponds" looked me in the face and said¹⁶⁰ they had no need for me. The tackle and bait that I had were not wanted, so I gave up and went home.

Later a¹⁸⁰ salesman came to my door selling a new kind of bait and tackle. He was a very good salesman and showed me how²⁰⁰ my chances of catching fish would be improved if I would try this material. He convinced me that I would be²²⁰ wise to add his bait to my stock. Now I am buying from his company and I am getting my money's worth.

That²⁴⁰ salesman's bait was business college training. I believe its additional training will help me to face those employers²⁶⁰ that I called "big, motionless ponds" and tell them I have the means to do what they want. (275)

The Machine in Paper Making

The Fourdrinier, a giant of modern industry

(Reprinted from "P. M.," December, 1935, by permission of the publishers)

A sheet of paper challenges interest always. What is it? How was it made? In a sense, paper is nothing²⁰ more than a collection of vegetable fibers twisted and intertwined with each other, and finally⁴⁰ squeezed together to make a sheet or "web" with a surface smooth enough to write on. Obviously, the strength and⁶⁰ quality of the paper depend to a great extent upon the length, strength, and nature

of the fibers used. The five⁶⁰ principal raw materials of modern paper manufacturing are cotton, linen, esparto (a very¹⁰⁰ strong-bladed grass found mostly in North Africa), wood, straw, and to a lesser extent, bamboo.

The essential¹²⁰ substance to which all of these are reduced, is cellulose ($C_6H_{10}O_5$). Cellulose may be considered¹⁴⁰ the most important single ingredient in paper.

The actual manufacture of paper begins with³⁰⁰ pulp in a machine called a "beater." There are many kinds of beaters, but they all serve the same purpose: to reduce¹⁸⁰ fibers to fibrillae, and to mix thoroughly all the raw materials. This process ("beating") is so important⁸⁰⁰ in the preparation of pulp for paper that an old saying, "Paper is made in the beater," is still taken²²⁰ literally. All paper manufacturers insist that "a faulty beating operation means faulty²⁴⁰ paper."

The pulp fibers, in a rather dilute suspension, are passed into the beater and beating begins. Not⁵⁰⁰ only is there a physical change as a result of the process, but there is often a physical-chemical²⁸⁰ change which gives hydrated cellulose, a substance very useful in the production of high-grade papers.

In³⁰⁰ many plants all of the materials which go to make up the final composition of the paper are added³²⁰ directly to the beater. Although bleaching is usually performed before the pulp stock reaches the paper⁴⁴⁰ mill, in some cases the bleaching agents (chemicals like chlorine, sodium hypochlorite, perborates,²⁶⁰ sodium peroxide, etc.) are added to the beater with the pulp.

The most common method of bleaching³⁰⁰ the pulp is to add a solution of the bleaching powder, and to allow the chemical cotton to continue⁴⁰⁰ until the "stuff" reaches the desired whiteness.

Since paper is made of a network of fibers, there are a great⁴⁸⁰ many empty spaces which would, if unfilled, cause the paper to be absorbent. Most papers must be sized to prevent⁴⁶⁰ the absorption of ink and moisture. This sizing is accomplished by adding to the pulp a material⁴⁴⁰ which coats the fibers and fills the spaces between them. Rosin size is frequently used for this purpose; it is⁴⁸⁰ precipitated onto the fibers by a weak solution of alum. Common clay and other mineral fillers⁵⁰⁰ are often used to increase the smoothness and opaqueness of the paper.

All of these materials commonly⁵²⁰ go into the beater. Dyes may be added when necessary. Finally, when all the ingredients are⁵⁴⁰ in the pot, the operation starts. The beating may last for as long as five, ten, or fifteen hours, as in the⁵⁶⁰ case of fine papers, or as little as one-half to three-quarters of an hour, as in the case of newspaper⁵⁸⁰ stock.

After beating is satisfactorily carried out, and the pulp is sufficiently reduced and mixed with⁶⁰⁰ the other materials added, the stock moves on to the "refining" process.

The pulp is removed from the beater,⁶²⁰ and drained into a large tank where it is constantly agitated to keep its consistency uniform.⁶⁴⁰ It is then pumped into a machine commonly called a "Jordan," where refining takes place. The essential

feature⁶⁶⁰ of this machine is described as a "cone-shaped roll, bearing knives in the form of bars on its surface, which rotates and⁶⁸⁰ brushes against similar bars in the interior surface of the shell or casing of the machine. The pulp,⁷⁰⁰ in dilute suspension, passes between these two sets of knives and is given a final refining treatment. It⁷²⁰ is then ready to be fabricated into a finished piece of paper on the paper machine."

Which brings us⁷⁴⁰ to the story of a marvelous giant of modern industry—the paper-making machine. It was invented⁷⁶⁰ at the beginning of the 19th century, by N. Louis Robert, of France. This invention is acclaimed as⁷⁸⁰ the greatest single event in the history of paper manufacturing. Fabrication by hand would very⁸⁰⁰ probably be the rule today if Robert had not developed a machine and a technique which made possible⁸²⁰ the manufacture of paper by machine methods.

Robert's original idea was further developed⁸⁴⁰ by the Fourdrinier Brothers, two London stationers, and Bryan Donkin, an engineer. Out of their experiments⁸⁶⁰ came the Fourdrinier machine which is used almost universally today. It is described as "one of the⁸⁸⁰ largest, most complicated, and most expensive individual machines used in any industry." Some of⁹⁰⁰ these machines can turn out a strip of paper almost seven yards wide at the rate of 300 miles per day if⁹²⁰ run 24 hours. Operating 300 days a year, such a machine would produce a 90,000⁹⁴⁰-mile strip (enough to go around the earth almost four times). At a low estimate 6,000 acres of timberland⁹⁶⁰ would have to be cleaned off every year to supply the necessary pulp.

A machine which can do things like⁹⁸⁰ this is no simple piece of apparatus, and it is impossible for us to describe it completely. Since,¹⁰⁰⁰ however, it is, in a sense, the manufacture of paper, we shall consider it in some detail. For¹⁰²⁰ convenience, we may divide it into four parts, the first one of which functions in the actual formation of the¹⁰⁴⁰ web which will later be transformed into the finished sheet of paper. The formation of the web is accomplished¹⁰⁶⁰ by distributing the wet stock (about one per cent fiber and 99 per cent water) upon an endless¹⁰⁸⁰ wire cloth sieve which "shakes" with a sidewise motion while the stock travels forward. Felting and interlocking of the¹¹⁰⁰ fibers are insured by the "shake," and much of the water is removed by drainage through the wire sieve. To aid the¹¹²⁰ processes of felting and interlocking, and to remove still more water, the machine is equipped with suction¹¹⁴⁰ boxes over which the wire passes. These function by atmospheric pressure.

The second part of the Fourdrinier¹¹⁶⁰ machine is concerned with compacting the web sheet. This is done by mechanical pressure applied through rollers.¹¹⁸⁰ A high-grade woolen felt, which acts not only as a conveyor, but also as a filter, carries the wet sheet¹²⁰⁰ through the presses. More water is thus removed from the wet web, and it then passes directly to the third section¹²²⁰ of the machine, where it is dried.

Drying is accomplished by passing the wet sheet

of paper over the surface¹³⁴⁰ of heated cylinders, the number and size of which depend upon the capacity and speed of the particular¹³⁸⁰ machine.

The last section of the Fourdrinier "finishes" the sheet by improving or smoothing its surface.¹³⁸⁰ This is done by passing the sheet between a vertical arrangement of heavy, highly-polished metal rolls or¹³⁰⁰ "calenders" which sometimes weigh more than 100 tons. After it leaves the calenders, the sheet is wound in a long¹³³⁰ roll on a "reel."

The making of paper has been a continuous process in this machine. The paper fibers¹³⁴⁰ in a dilute suspension entered at one end (called the "wet end"); then they were formed into a wet web by intertwining¹³⁰⁰ under the movement of the "shake"; next the web was pressed, dried, and calendered, finally to emerge into¹³⁸⁰ a "jumbo" roll of finished paper at the "dry end" of the Fourdrinier.

The paper has been made. All that remains¹⁴⁰⁰ to be done is to rewind and slit the jumbo roll into smaller rolls that will give the desired sheet width (the slitting¹⁴³⁰ is done during the rewinding process), and the paper is ready for shipping in rolls or for cutting to¹⁴⁴⁰ sheet sizes on a cutting machine. (1446)

No Excuse for Alibis

"The men who fail to succeed have two general alibis: 'I'm not a genius,' is one; the other, 'There aren't the³⁰ opportunities today there used to be.' Neither excuse holds. The first is beside the point; the second⁴⁰ altogether wrong."—Charles M. Schwab. (43)

Run of the Mill Letters

Typical of the Paper Trade

Wallace Paper Company
100 Milk Street
Boston, Massachusetts

Attention of Mr. M. A. Connelly³⁰

Gentlemen:

We received by 'phone today your order No. 5097M for a minimum⁴⁰ quantity of 32x44-74 basis 50-lb. Special Finish. We understand⁶⁰ that the opacity of this sheet is to be increased by the use of three per cent Titanium. The question⁸⁰ has arisen as to whether this three per cent refers to the quantity retained or the quantity furnished.¹⁰⁰

We use Titanox B, which contains three per cent Titanium and seventy-five per cent other materials.¹²⁰ A three per cent furnish of Titanium would require a twelve per cent furnish of Titanox B on this¹⁴⁰ basis. We feel that three per cent of Titanox B would materially increase the opacity.

Please¹⁶⁰ wire us about this tomorrow, as this trial will be made early Thursday morning.

Very truly yours, (179)

Roland Paper Mill
Hamilton, Ohio

Gentlemen:

Our customer is having a great deal of difficulty³⁰

with the Litho paper furnished on our order 2322W. This paper⁴⁰ is exceedingly dry: according to their tests below two per cent moisture content.

Is it possible for you⁶⁰ to make this Coated Litho so that there will be approximately five per cent moisture content when shipped? We have⁸⁰ found it advisable to have at least this amount of moisture in our offset paper.

Yours truly, (98)

Dear Todd:

The two Greer orders for English Finish are being made, as specified, in basis 25x38-90-lb.;⁸⁰ the bulk to be 68 pages to 3/16 inches; the finish to be as high as⁴⁰ the weight and bulk will allow.

It is understood that Greer will assume the responsibility for the finish⁶⁰ that will be obtained.

Yours very truly, (66)

Bates & Trainor
942 Front Street
St. Louis, Missouri

Dear Sirs:

The results of the tests³⁰ you asked us to make of the paper on your order 5653M show

Density ⁴⁰	314
Porosity	18.3

These are average tests.

Very truly yours, (57)

Pets

By MARIE MAHAFFY

High School, South St. Paul, Minnesota

Written Especially for Use with Chapter Four of the Manual

Many queer pets have received the love and care of man, but none as yet have taken the place of the dog and cat on³⁰ his list of friends. Although one can tuck a snake into his pocket when he goes for a walk, and it will cuddle there⁴⁰ and make no fuss, yet the very thought of keeping such a pet would be enough to upset most folks and make them shudder⁶⁰ in horror. Even bears and alligators have been raised as pets. The former are tough and hardy, and, as cubs,⁸⁰ are full of play, but they grow up big and clumsy; also they would rather suit their own whims than the desires of man;¹⁰⁰ they exhibit no love for anything but their own food, and generally they are rough and quick to take offense;¹²⁰ thus, usually, it is not long before they lose their status among men as pets.

Dozens of you will agree¹⁴⁰ that it is clearly a waste of time to tame raccoons and beaver, for, though they can be kept in cages, one cannot¹⁶⁰ force them to change their nature, and they pace steadily back and forth, waiting only for a chance to escape. Rabbits¹⁸⁰ are easily housed and are not at all vicious, but they have little character, are always hungry, and think only²⁰⁰ of their meals. Squirrels caged when young become very tame, but they can never be broken of their habit of chewing,²²⁰ and they are not particular whether it is nuts or rugs or chairs.

No pets win their way into the hearts of²⁴⁰ men like the dog and the cat, which have had years—

yes, generations, indeed—of living among men, which suits them²⁰⁰ readily to our habits.

There are so many breeds of dogs that one can choose almost at will. In the city, where the²⁰⁰ yards are small or there are none at all, one is likely to see little poodles in women's boudoirs. If you are one²⁰⁰ of those lucky people who dwell in a house with a yard, or want a dog for company on your walks, then the collie²²⁰ is the dog for you. His feelings are easily hurt by a harsh word, but he will gaze into your face with a²¹⁰ look of utter affection that would melt a heart of stone and win his way into any company. He will jog³⁰⁰ along with you happily and wait for you as long as you choose to stay. All he asks is your gracious presence and³⁰⁰ a friendly word at times. He watches sadly as you leave of mornings, and when he wags his tail and barks gladly in⁴⁰⁰ welcome at your return in the afternoons, you experience a sense of importance precious in this seemingly⁴²⁰ unfeeling world. The police dog is stronger, but he is also likely to be ugly with others. He is⁴⁴⁰ staunch and true, but he does not show so affectionate a nature as does the collie.

It is possible, though, that⁴⁰⁰ you have never hankered to possess a dog—that a cat, to curl up on your rug or to snuggle against your arm⁴⁰⁰ as you rock in your deep willow chair, is the candidate for your favor. There is much to be said in her behalf,⁵⁰⁰ of course. She is not so loving or meek as a dog, and is more desirous of having her own way. If crossed too⁵²⁰ much, she will often thrust forth a sharp claw or ruffle her fur and arch her back in anger. But we can witness to⁵⁴⁰ the soothing effect on a gloomy mood of the soft, steady purring of sweet old Pussy! (556)

At the Big Dude Ranch

By JANE M. GORDON

Sheridan High School, Sheridan, Wyoming

Written Especially for Use with Chapter Five of the Manual

Have you ever visited a big dude ranch? If not, you might take advantage of an opportunity some summer³⁰ to do so, for I have an idea you would enjoy it thoroughly. This is especially true for those who⁴⁰ live in the East, for life on a ranch varies much from that of an apartment in town.

Perhaps you do not even⁶⁰ know what a dude ranch is. Permit me to explain. It is a huge ranch, usually of several thousand acres,⁸⁰ the owner of which welcomes guests, charging them a fixed price. The ranchers plan many happy, though quite strenuous,¹⁰⁰ all-day trips on horseback or on foot; and in the evening, if you are not so weary that your own bed or bunk calls¹²⁰ you to an early slumber, the club house is open to all and many people meet there to dance lightly to the¹⁴⁰ merry tunes of the piano and violin; or perchance to listen to the cow-

A SELECT SCHOOL



● A Business School with University Atmosphere requiring high school graduation and character references from every student. Owned by educators of national prominence. Students can choose between the cultural and social advantages of Washington or New York City. Secretarial training of college grade. Extraordinary employment service.

THE WASHINGTON SCHOOL

249 Park Avenue
New York City
282 Nat'l Press Bldg.
Washington, D.C.

FOR

SECRETARIES

boys, with their big supply of¹⁰⁰ tales of stirring deeds more exciting than any serial.

Let us look in on a sample of a day's schedule:¹⁰⁰ What is that noise I hear? That pesky gong telling me to hasten with my toilet if I would not miss my morning²⁰⁰ meal, and, drowsy though I am, food seems necessary. I realize from experience that there is an arduous³⁰⁰ day's work or fun ahead of me. At this dude ranch if you want your meals you are at the dining room on time or²⁴⁰ else you properly say nothing and do without.

On this particular day, we are told that a two days' trip back²⁰⁰ among the snowy, rugged peaks has been arranged. We hurry to pack up equipment necessary for an²⁸⁰ overnight stay; don suitable riding clothes (most "dudes" wear overalls, a sensible and simple outfit, or go in³⁰⁰ real cowboy style) and rush out to saddle our own bronchos. Slickers are tied on behind to keep us dry from a chance³²⁰ shower. Soon we are off, a long line of horses trailing behind a reliable guide, whom our host deems it wise³⁴⁰ to arm with a gun for our protection. Higher and higher we climb, at times riding along the babbling streams full³⁶⁰ of wary trout, mere shadowy forms to the inexperienced; again following the ridges where we can look³⁸⁰ down thousands of feet across the foothills and view the wide open area of sagebrush country with its many⁴⁰⁰ hues.

At noon, we eagerly consume the excellent lunch we find enclosed in the saddle bags, without regard for⁴²⁰ the reducing diets of former days. New paths stretch out before us, each moment bringing unending delights for⁴⁴⁰ the lover of the out-of-doors. The Creator has been most lavish, and at points along the way we stop and with⁴⁶⁰ wonder in our hearts feast our eyes upon the showy sights, the like of which no science can produce. In the late⁴⁸⁰ afternoon, as we begin to grow tired from the long ride, we come upon our camp for the night, pitched prior to our trip⁵⁰⁰ beside a clear, deep lake. Oh, the joy of it!

The sunshine dies away, the purple shadows deepen, and we put on⁵²⁰ our heavy jackets and draw closer to the big camp fire. The cook has been busy with the evening meal and soon⁵⁴⁰ announces,

"Come and get it," and we all "fall to." We agree that no food ever tasted better than that simple meal⁶⁰⁰ of fresh trout, fried potatoes, coffee, and fruit—truly no dollar meal can match it. The outline of the teepees in⁸⁰⁰ the firelight makes a pretty scene indeed while we sit by the bonfire, sniffing the odor of pine logs and singing⁶⁰⁰ songs and listening to thrilling tales of pioneer days. Then we retire into our teepees to slumber on a bed⁶²⁰ of pine boughs. What bliss!

At daylight I awaken and enjoy watching three deer and a fawn grazing nearby, until⁶⁴⁰ a strange noise makes them run to cover, bounding away in their queer fashion. The aroma of coffee, bacon and⁶⁰⁰ flapjacks proves enough to call us into the chilly morning air.

Wild trails again lure us, and we are soon packed and⁶⁸⁰ the procession starts for the home trip via a new country. By sunset we are back at the ranch, tired but sorry⁷⁰⁰ that such days cannot go on and on; then finally to bed, trusting that the next day will bring its own good times.

Autos⁷²⁰ are available for the picnickers who do not especially enjoy riding horseback, and there is target⁷⁴⁰ shooting, archery, baseball, and bowling, too. The radio keeps one in touch with the outside world. The lover⁷⁶⁰ of flowers revels in the hills that are a riot of bloom; the elevations are covered with various kinds⁷⁸⁰ corresponding to the seasons. The hills adjoining abound with elk and deer. Grouse always may be scared up out of⁸⁰⁰ the brush; and the streams are full of trout. Even the howling of the coyotes, a weird cry that clutches at your heart,⁸²⁰ adds to the delight of the ranch life. Or your choice may be to sit on the corral fence and watch the cowboys perform⁸⁴⁰ on their bucking broncs, or swing their lariats in preparation for a coming rodeo, of which there are⁸⁶⁰ several during a season. Oh, I promise you, you will have no trouble finding amusement.

Why not write or wire,⁸⁸⁰ and inquire how you too may enjoy a few weeks of this genuine recreation? My theory is you will never⁹⁰⁰ regret it. (903)

COMPETENT TYPIST TEST

leaflets may be had at 2c each, or a year's subscription of ten tests for ten months at \$1.00.

As many subscriptions as you desire may be had at this rate. Order subscriptions early to secure full set of tests for 1937-'38.

THE GREGG WRITER

C. T. Department

270 Madison Ave. New York, N. Y.

The Haunted House

By BERTHA BAILEY

Whiteland High School, Whiteland, Indiana

Written Especially for Use with Chapter Six of the Manual

When I was in the second year of high school my parents rented an old house at the edge of a little town and²⁰ we moved from the city into the country.

Near by was an old manor entirely surrounded by trees and rank⁴⁰-growing plants so thick that the buildings could barely be seen from the road that joined the town street in front of our house. Our⁶⁰ landlady told us many legends about this old manor, which had been vacant now for many years. It seemed that⁸⁰ previously a gentleman of great wealth and influence had lived there—Sir Reginald Gentry—with his only¹⁰⁰ child, a spoiled beauty who had fallen in love with a talented but indigent painter who visited the town¹²⁰ each summer.

One afternoon, the golden-haired Amelia had stolen from the house and wandered through the surrounding¹⁴⁰ fields. Whether the meeting was planned, our landlady did not know, but, apparently by chance, her lover met her¹⁶⁰ there and begged leave to paint her. As she sat before him dressed in a quaint pink print frock, framed by a background of green trees,¹⁸⁰ she surely must have seemed a lovely vision. And thus, Sir Reginald, hunting the fields for quail, found them.

What happened²⁰⁰ then, my informant said, it was never granted her to know positively, but she suggested that it must have²²⁰ been "a plenty!"

Time passed, and the entire town realized that the lady never appeared at the windows nor about²⁴⁰ in the fields and park around the house as of old; nor was her parent seen in his usual haunts. My aunt claimed²⁶⁰ they had sailed for France and had been drowned on the way when the Island Queen foundered. But the story current in the town²⁸⁰ was that the painter, in his unreasonable despair and misery because he was unable to win Gentry's³⁰⁰ consent to marry Amelia, had gone mad, killed them both, and ended his own life. The townspeople believed³²⁰ that on wild, windy nights their spirits came back to haunt the lonely house—faces, they said, were often seen at the windows,³⁴⁰ figures clad in white fled up and down the front stairs, sounds of singing and shouting were heard—and few children, even³⁶⁰ the older ones, passed without an involuntary shudder.

Being of an age when we craved thrills, my chums, Ruth and³⁸⁰ Esther, and I planned to spend a night at the ruined house and either prove or disprove the rumor about the old⁴⁰⁰ building's being haunted. So, late one night, after a party in town, we stole from our homes, slipped through the thicket grown⁴²⁰ up around the place and gained the porch and the front door easily; then with violently beating hearts we stole into⁴⁴⁰ the house and invaded the vacant hall. The first room was empty and,

laying on the floors some newspapers we⁴⁰⁰ had brought with us, we awaited the coming of the ghosts.

For a long time no sound was heard, then Ruth sat up quickly.⁴⁰⁰ "I hear someone singing!" she cried. And, sure enough, faint strains of music came to our ears. It was the song we had sung⁵⁰⁰ with so much sentiment a few hours before at the party.

"That's a queer way for ghosts to act," said Esther, with profound⁵⁰⁰ dismay in her voice. "Why shouldn't they sing if they wish?" Ruth came back in defense of the ghosts.

They didn't seem so⁶⁰⁰ very terrible so long as they were out of sight; we decided it was a joke, and then—three figures in white⁶⁰⁰ came through the front door and started down the hall. With a shriek we fled through the house.

Only a little moonlight sifted⁶⁰⁰ in to light our way through the strange rooms, but we finally reached the kitchen. At the back door we met with difficulty,⁶⁰⁰ but nevertheless it soon yielded to our frenzied efforts; and hastily we raced down a slight hill to a⁶⁰⁰ small pond and through the shallow water to a little island. Here we thought to be safe (for surely ghosts could not go⁶⁰⁰ through water), but, alas, three figures in white dashed down the slope after us and with a flying leap landed beside⁶⁰⁰ us on the island. Ruth screamed and fainted, Esther climbed a tree, and I was rooted to the spot, held captive by fear.⁶⁰⁰

Then, to our chagrin, our grim specters began to laugh—and before our wondering eyes the apparitions vanished⁷⁰⁰ and in their places three personable young men confronted us—acquaintances of ours, boys from another town⁷⁰⁰ near by. Quickly they explained their entry on the scene: They came to our town often to train for the water pageants⁷⁰⁰ that were held in the Fall, and, since there was no bus to their home town after seven until six the next morning, they often⁷⁰⁰ spent the night in a room on the second floor of the empty manor house, leaving for home on the early morning⁷⁰⁰ bus.

We girls were very glad to discover that there really were no specters in the Haunted House, that the sounds⁸⁰⁰ the town had heard were the singing of these youths, and theirs the faces that had been seen at the windows. But we promised⁸⁰⁰ to keep their secret, for discovery might have prevented further use of the premises.

Next day we met⁸⁰⁰ the boys at the lake and went out with them in their light sailboat. We three always spoke of them as the "ghosts of the Haunted⁸⁰⁰ House," but we took care not to let others hear us. (869)

Bound Volumes of The Gregg Writer are now available. These volumes, containing an index for ready reference, are uniformly and durably bound for use in the classroom, and are \$2.00 each while they last. Mail orders and remittances to THE GREGG WRITER, 270 Madison Avenue, New York, N. Y.

Dicky and Rouge et Noir

From "Cabbages and Kings"

By O. HENRY

(Copyright, 1908, 1936 by Doubleday, Doran and Company, Inc.)

(Reprinted in shorthand by special permission of the publishers)

(Continued from the September issue)

The consul, glad to be let off so easily, hurried away.¹⁰⁰⁰ The captain of the *Catarina*, a stout man, Sicilian born, soon appeared, shoving, with little ceremony,¹⁰⁰⁰ through the guards to the jail door. The Vesuvius Fruit Company had a habit of doing things that way in¹⁰⁰⁰ Anchuria.

"I am exceedingly sorry—exceedingly sorry," said the captain, "to see this occur. I place¹⁰⁰⁰ myself at your service, Mr. Maloney. What you need shall be furnished. Whatever you say shall be done."

Dicky,¹⁰⁰⁰ looked at him unsmilingly. His red hair could not detract from his attitude of severe dignity as he stood,¹⁰⁰⁰ tall and calm, with his now grim mouth forming a horizontal line.

"Captain De Lucco, I believe I still have funds²⁰⁰⁰ in the hands of your company—ample and personal funds. I ordered a remittance last week. The money has²⁰⁰⁰ not arrived. You know what is needed in this game. Money and money and more money. Why has it not been sent?"

"By²⁰⁰⁰ the *Cristobal*," replied De Lucco, gesticulating, "it was dispatched. Where is the *Cristobal*? Off Cape Antonio²⁰⁰⁰ I spoke her with a broken shaft. A tramp coaster was towing her back to New Orleans. I brought money²¹⁰⁰ ashore thinking your need for it might not withstand delay. In this envelope is one thousand dollars. There is more²¹²⁰ if you need it, Mr. Maloney."

"For the present it will suffice," said Dicky, softening as he crinkled the²¹⁴⁰ envelope and looked down at the half-inch thickness of smooth, dingy bills.

"The long green!" he said gently, with a new²¹⁶⁰ reverence in his gaze. "Is there anything it will not buy, Captain?"

"This," queried the captain, including Dicky's²¹⁸⁰ surroundings in a significant gesture of his hand, "is it—it is not—it is not connected with the business²²⁰⁰ of your little shop? There is no failure in your plans?"

"No, no," said Dicky. "This is merely the result of a little²²²⁰ private affair of mine, a digression from the regular line of business. They say for a complete life a²²⁴⁰ man must know poverty, love, and war. But they don't go well together, *capitan mio*. No; there is no failure²²⁶⁰ in my business. The little shop is doing very well."

When the captain had departed Dicky called the sergeant²²⁸⁰ of the jail and asked:

"Am I *preso* by the military or the civil authority?"

"Surely there is no²³⁰⁰ martial law in effect now, señor."

"*Bueno*. Now go or send to the *alcalde*, the *Juez*

FEWER "SLOW" STUDENTS WITH NEW FILING STUDY METHOD

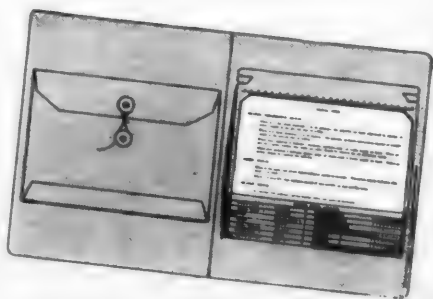


BASED on the principle of "learning by doing" this new method helps student concentrate, fixes correct habits and encourages rapid progress. Remington Rand Filing Practice Outfits cover 20, 40 or 80 periods of work. One set may be used by seven different classes providing each class is working on a different part of the course.

VERTICAL METHODS Student works with miniature correspondence, folders and guides. This method is used and endorsed by hundreds of schools throughout the country.

VISIBLE RECORDS Visible record control can be thoroughly understood by the student when he (1) sets up the record; (2) makes entries; (3) establishes visible signal control; (4) draws conclusions from posted facts.

SPECIAL OFFER TO TEACHERS One teacher in each school purchasing a complete Remington Rand Filing Practice Outfit will be given a free correspondence course conducted by the American Institute of Filing. Free question and answer service with this offer.



CLIP COUPON

Miss N. Mae Sawyer,
American Institute of Filing, Dept. P-210
465 Washington St., Buffalo, N. Y.

Please send me full details of your Practice Plan of Filing.
I am interested in: ☐ Vertical Filing ☐ Visible Filing

Name

School

Address

City and State

When mailing this coupon please mention the Business Education World.

A NEW COPYHOLDER SPECIALLY DESIGNED FOR STUDENT TYPISTS

The **SPIRAL**

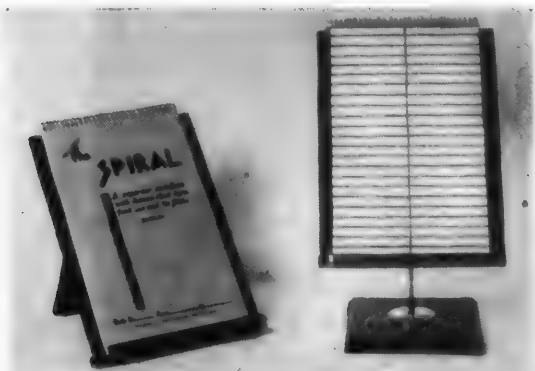
NOTEBOOK HOLDER

For—

Notebook,
Textbook

or

Loose
Sheets



A dual-purpose holder which will carry the heaviest typing textbook as well as a notebook or loose sheets.

Originally introduced over two years ago for office use with Spiral notebooks, thousands of these holders are in daily use in offices all over the country.

This improved model is offered as the most practical copyholder available for classroom use.

Standing upright on the base, as shown at the right of the illustration, it holds a notebook or loose papers at the correct height for easy transcription. The angle of the rack may be adjusted to prevent glare from the paper.

With the shelf resting on the desk and the base swung up behind the easel, as shown on the left above, it provides a firm support for heavy typing textbooks.

Order now from our nearest office.

List Price, \$1.00

Regular Discount to Schools. Special price
in lots of 50 or more

THE GREGG PUBLISHING COMPANY

NEW YORK

BOSTON

CHICAGO

SAN FRANCISCO

When ordering Spirals please mention the Business Education World.

de la Paz and the *Jefe*²³²⁰ de los Policios. Tell them I am prepared at once to satisfy the demands of justice." A folded bill²³⁴⁰ of the "long green" slid into the sergeant's hands.

Then Dicky's smile came back again, for he knew that the hours of his²⁸⁰⁰ captivity were numbered; and he hummed, in time with the sentry's tread:

"They're hanging men and women now,
For lacking of²⁸⁸⁰ the green."

So, that night Dicky sat by the window of the room over his shop and his little saint sat close by, working²⁴⁰⁰ at something silken and dainty. Dicky was thoughtful and grave. His red hair was in an unusual state of²⁴²⁰ disorder. Pasa's fingers often ached to smooth and arrange it, but Dicky would never allow it. He was poring²⁴⁴⁰ tonight, over a great litter of maps and books and papers on his table until that perpendicular²⁴⁶⁰ line came between his brows that always distressed Pasa. Presently she went and brought his hat, and stood with it until²⁴⁸⁰ he looked up, inquiringly.

"It is sad for you here," she explained. "Go out and drink *vino blanco*. Come back when you²⁵⁰⁰ get that smile you used to wear. That is what I wish to see."

Dicky laughed and threw down his papers. "The *vino blanco*²⁵²⁰ stage is past. It has served its turn. Perhaps, after all, there was less entered my mouth and more my ears than people thought.²⁵⁴⁰ But, there will be no more maps or frowns tonight. I promise you that. Come."

They sat upon a reed *silleta* at the²⁵⁶⁰ window and watched the quivery gleams from the lights of the *Catarina* reflected in the harbor.

Presently²⁵⁸⁰ Pasa rippled out one of her infrequent chirrups of audible laughter.

"I was thinking," she began,²⁶⁰⁰ anticipating Dicky's question, "of the foolish things girls have in their minds. Because I went to school in the States I used²⁶²⁰ to have ambitions. Nothing less than to be the president's wife would satisfy me. And, look, thou red picaroon,²⁶⁴⁰ to what obscure fate thou hast 'stolen me!'"

"Don't give up hope," said Dicky, smiling. "More than one Irishman has been the²⁶⁶⁰ ruler of a South American country. There was a dictator of Chili named O'Higgins. Why not a²⁶⁸⁰ President Maloney, of Anchuria? Say the word, *santita mia*, and we'll make the race."

"No, no, no thou red-²⁷⁰⁰ haired, reckless one!" sighed Pasa; "I am content"—she laid her head against his arm—"here."

Rouge et Noir

It has been indicated that²⁷²⁰ disaffection followed the elevation of Losada to the presidency. This feeling continued²⁷⁴⁰ to grow. Throughout the entire republic there seemed to be a spirit of silent, sullen discontent. Even the²⁷⁶⁰ old Liberal party to which Goodwin, Zavalla, and other patriots had lent their aid was disappointed.²⁷⁸⁰ Losada had failed to become a popular idol. Fresh taxes, fresh import duties,

and, more than all, his²⁸⁰⁰ tolerance of the outrageous oppression of citizens by the military had rendered him the most obnoxious²⁸²⁰ president since the despicable Alforan. The majority of his own cabinet were out of²⁸⁴⁰ sympathy with him. The army, which he had courted by giving it license to tyrannize, had been his main, and thus²⁸⁶⁰ far adequate, support.

But the most impolitic of the administration's moves had been when it antagonized²⁸⁸⁰ the Vesuvius Fruit Company, an organization plying twelve steamers and with cash and capital²⁹⁰⁰ somewhat larger than Anchuria's surplus and debt combined. Reasonably an established concern like the²⁹²⁰ Vesuvius would become irritated at having a small, retail republic with no rating at all attempt²⁹⁴⁰ to squeeze it. So when the government proxies applied for a subsidy they encountered a polite refusal.²⁹⁶⁰ The president at once retaliated by clapping an export duty of one *real* per bunch on bananas²⁹⁸⁰—a thing unprecedented in fruit-growing countries. The Vesuvius Company had invested large sums in³⁰⁰⁰ wharves and plantations along the Anchuria coast, their agents had erected fine homes in the towns where they had³⁰²⁰ their headquarters, and heretofore had worked with the republic in good will and with advantage to both. It would lose³⁰⁴⁰ an immense sum if compelled to move out. The selling price of bananas from Vera Cruz to Trinidad was three³⁰⁶⁰ *reals* a bunch. This new duty of one *real* would have ruined the fruit growers in Anchuria and have seriously³⁰⁸⁰ discommoded the Vesuvius Company had it declined to pay it. But for some reason, the Vesuvius³¹⁰⁰ continued to buy Anchuria fruit, paying four *reals* for it; and not suffering the growers to bear the³¹²⁰ loss.

This apparent victory deceived His Excellency; and he began to hunger for more of it. He sent³¹⁴⁰ an emissary to request a conference with a representative of the fruit company. The Vesuvius³¹⁶⁰ sent Mr. Franzoni, a little, stout, cheerful man, always cool, and whistling airs from Verdi's operas.³¹⁸⁰ Señor Espiritión, of the office of the Minister of Finance, attempted the sandbagging in behalf³²⁰⁰ of Anchuria. The meeting took place in the cabin of the *Salvador*, of the Vesuvius line.

Señor³²²⁰ Espiritión opened negotiations by announcing that the government contemplated the building of³²⁴⁰ a railroad to skirt the alluvial coast lands. After touching upon the benefits such a road would confer³²⁶⁰ upon the interests of the Vesuvius, he reached the definite suggestion that a contribution to³²⁸⁰ the road's expenses of, say, fifty thousand *pesos* would not be more than an equivalent to benefits received.³³⁰⁰

Mr. Franzoni denied that his company would receive any benefits from the contemplated road.³³²⁰ As its representative he must decline to contribute fifty thousand *pesos*. But he would assume the³³⁴⁰ responsibility of offering twenty-five.

Did Señor Espiritión understand Señor Franzoni to³³⁶⁰ mean twenty-five thousand *pesos*?

By no means. Twenty-five *pesos*. And in silver; not in gold.

"Your offer insults³³⁸⁰ my government," cried Señor Espiritión, rising with indignation.

"Then," said Mr. Franzoni, in warning³⁴⁰⁰ tone, "we will change it."

The offer was never changed. Could Mr. Franzoni have meant the government?

This was the state³⁴²⁰ of affairs in Anchuria when the winter season opened at Coralio at the end of the second year³⁴⁴⁰ of Losada's administration. So, when the government and society made its annual exodus³⁴⁶⁰ to the seashore it was evident that the presidential advent would not be celebrated by unlimited³⁴⁸⁰ rejoicing. The tenth of November was the day set for the entrance into Coralio of the gay company³⁵⁰⁰ from the capital. A narrow-gauge railroad runs twenty miles into the interior from Solitas.³⁵²⁰ The government party travels by carriage from San Mateo to this road's terminal point, and proceeds by train to³⁵⁴⁰ Solitas. From here they march in grand procession to Coralio where, on the day of their coming, festivities³⁵⁶⁰ and ceremonies abound. But this season saw an ominous dawning of the tenth of November. (3578)

(To be continued next month)

New Inventions Create New Jobs

From Linotype's "Shining Lines"

Inventions which seem to threaten to rob men of their jobs actually create more jobs for them. In spite of all²⁰ the automatic machinery used in automobile factories, twenty-five per cent more labor is required⁴⁰ for each car than was used ten years ago. This is largely because cars have more gadgets and are more complicated.⁶⁰ Dial system telephones did not end jobs for girls. In ten years more than fifty thousand telephone operators⁸⁰ were added to payrolls. Since accounting machines came in, employment of typists increased thirty-two per¹⁰⁰ cent and cashiers by twenty-seven per cent. Also during a ten-year period, in spite of radio and¹²⁰ mechanical music, the number of music teachers has increased by thirty-five thousand and stage performers¹⁴⁰ seventeen thousand. The Linotype created what may be called an entire new world of printing and opened up¹⁶⁰ opportunities to thousands of men and women in the printing trades. (173)

By Wits and Wags

The Bigger Share

Mother: Why, Bobby, you selfish little boy! Why didn't you give your sister a piece of your apple?

Bobby: I²⁰ gave her the seeds. She can plant them and have a whole orchard. (30)

Was He a Cop?

She: Last night Brad tried to put his arm around me three times.

Joe: Some arm! (12)

Simple Arithmetic

Teacher: Mention 12 animals of the polar regions, Johnnie.

Johnnie: Two seals and 10 polar bears. (18)

Stop, Thief!

Have you heard about the absent-minded professor who drove home to his garage late one night? On opening the²⁰ garage doors and not seeing his car, he jumped back into his automobile, drove madly to the police station,⁴⁰ and reported that his car had been stolen. (48)

His Exact Instructions

Head Cook: Didn't I tell you to notice when the soup boiled over?

Assistant: I did. It was half past ten. (19)

Cost, 'Plus!

Grandpa (in barber's chair): You ought to cut my hair cheaper; there is so little to cut.

Barber: Oh, no. In your case²⁰ we don't charge for cutting hair. We charge for having to search for it. (31)

A Nasty Crack

He: What part of the car causes the most accidents?

She: The nut that holds the wheel. (14)



The Stenographer's Dream of a Vacation

FOR SALE: In New York City, a two-teacher business school established 25 years; space to enlarge; no debts; sold on easy terms. School being sold due to ill health of owner. Apply Box 937, BUSINESS EDUCATION WORLD.

Editorially Speaking

EVERY commercial educator worthy of the name feels the heavy responsibility of doing something at once to enrich the business training of our future business men and women so that they will have the requisite knowledge and attitudes to conduct their business affairs to the best advantage of all concerned.

Skill Opens the Door

But the commercial educator should not, because of the immediateness and bigness of this curriculum problem, neglect the development of those skill subjects that open the door to the first job and that place the graduate upon the pay roll. Without this skill training, his progress at the time of his life when he is most impatient for a visible evidence of progress is so slow that he becomes discouraged, and business has to pay a high price during an unnecessarily long readjustment period.

Also, we must bear this in mind: the broader and richer the knowledge acquired by the student, the more eager he becomes for an opportunity to utilize this knowledge in actual business experience. The only avenue by which the great majority of business students will be able to approach their goal is the avenue of business *skills*. Let us keep that avenue broad, well illuminated, and clearly marked throughout their high school training, so that their progress may be rapid and direct.

The high school is still the college of the masses and, in our opinion, it will continue to be so for a long time. Vocational efficiency must, therefore, be one of its major objectives. The business skill sub-

jects have just as important a place in the vocational education program on the secondary level as have industrial or home economics skill subjects.

Some teachers of social studies think that bookkeeping and shorthand have no place in the secondary school because, in their opinion, these two subjects do not contribute to a person's understanding of the "social order."

It is not the major function of the commercial department to build a new social order. Our first job is to teach each boy and girl how to use the common business services efficiently—how each can become personally useful to a business firm so it will place him on its pay roll and *want to keep him there*.

Our second job is to teach the minimum essentials of business knowledge and skills for the personal use of everybody.

"Building a better world in which to live" is an admirable slogan for every educator to follow, and business educators should get actively behind this great social-business curricula movement and give it their most careful thought and wholehearted cooperation. But we must not lose sight of the fact that we have to eat and we have to pay the butcher, the baker, and the candlestick maker, even while living in a better world.

Not Or but And

Therefore, it is not a question of social-business subjects OR business skills, but social-business subjects AND business skills. There is room and to spare in a four-year high school course for both.

THE ECONOMIC STRUGGLE IS IN FULL SWING
*Late Reports from Every Sector of the Far-Flung Economic
Battle Line Are Included in the Second Printing of*

ECONOMICS.

BASIC PRINCIPLES AND PROBLEMS

by **MICHELS**

PRINTED IN SEPTEMBER, 1937

The first printing of this new text, made in May, 1937, was exhausted before the opening of schools this fall. We took the opportunity offered by the second printing to bring the contents right up to date (the book had reached the advanced age of five months!). By air mail and by telegraph—thanks to the coöperation of those in charge of statistics, both governmental and otherwise—came last-minute information of importance, came last-minute figures of significance in revealing late economic trends.

DOVETAILS WITH CURRENT MAGAZINE ARTICLES

The addition of this supplementary information resulted in changes on 150 pages of a text published five months before! Such is the rapidity of economic and social change in America today. **ECONOMICS—BASIC PRINCIPLES AND PROBLEMS** is now a text that can be coöordinated with the daily reading of the class in current economic magazines. Textbook and periodical will be found to treat the

same body of economic facts, the same economic developments.

CORRELATED WITH RECENT LEGISLATION

The treatment of recent legislation along with the topic to which it is related is a feature of this text that has won the approval of every economics teacher who has examined the book. This eliminates referring to an index or to outside reference books for late legislation, and correlates this legislation with economic principles and social problems in the order in which they appear in the text.

FREE OF EXTREMES

It is pertinent to know that this new text is by an eminent economist, who wrote the book while teaching, designing it from concept to the completion of the manuscript for secondary school use. Singularly free from bias, it leans neither to the radical point of view nor to the conservative. Here is a textbook that, in the fullest sense, is worthy of American secondary education.

List Price, \$1.60

Write our nearest office for further information.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London Sydney

When inquiring about book please mention the Business Education World.